

Program Report for the Preparation of Foreign Language Teachers American Council on the Teaching of Foreign Languages (ACTFL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Indiana University of Pennsylvania

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

08 / 10 / 2009

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Spanish Education K-12

7. NCATE Category

Foreign Language Education-Spanish

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Instructional I

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACTFL standards. (Response limited to 4,000 characters)

Indiana University of Pennsylvania (IUP), with more than 14,000 undergraduate and graduate students, is the largest of the fourteen universities in the PA State System of Higher Education (PASSHE) of the Commonwealth of Pennsylvania. Since its founding in 1875 as the Indiana Normal School, IUP has been widely recognized for its excellent programs in teacher education. The College of Education and Educational Technology (COE&ET) oversees the Spanish Education K-12 Program, housed in the Department of Spanish, College of Humanities and Social Sciences. Teacher preparation is unique at IUP since it is a fully collaborative endeavor: each preparation program is housed in its specific content area department; however, faculty in the department who are responsible for teacher preparation are members of IUP's Academy for Teacher Education and collaborate with the COE&ET in the preparation of its teacher candidates.

Certification standards for Pennsylvania public school teachers are established by the Pennsylvania State Board of Education and administered by the Pennsylvania Department of Education (PDE). PDE prescribes academic standards for foreign language teacher preparation programs, which are correlated to the K-16 Standards for Foreign Language Learning in the 21st Century and to the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers. The Spanish Education Program was re-approved by PDE in Fall 2003. PDE issues an Instructional I certificate to beginning teachers upon graduation from IUP and recommendation by the COE&ET. The Spanish Education Program was granted national recognition by ACTFL/NCATE in Spring 2006.

PDE grants one certificate to teach foreign languages in grades K-12. Undergraduates seeking initial PA licensure to teach Spanish in K-12 public schools complete a Bachelor of Science Degree in Spanish K-12 Education. PDE requires that teacher candidates complete a program of study for their certification area that is equivalent to that of Bachelor of Arts majors in that discipline. Accordingly, Spanish Education candidates complete the Spanish course work and a study abroad experience, as required for Spanish B.A. majors. PASSHE also requires program completion in four years and completion of two courses in mathematics; in 2004 the curriculum was redesigned to change from 124 credit hours to 120 and to add a second math course requirement. More recently, the Pennsylvania State Board of Education added two new requirements for all programs: (1) 9 credits or 270 hours (or equivalent combination) for adaptations and accommodations for diverse students in an inclusive setting; and (2) 3 credits or 90 hours (or equivalent combination) to meet the instructional needs of English Language Learners.

Beginning Fall 2009, Spanish Education majors will be required to take an additional course, EDEX 323 Instruction of English Learners With Special Needs (2 crs.); PASSHE approved an increase in the 120-credit limit in order to meet these requirements. Additional experiences working with special needs learners have been integrated into methods courses and field experiences.

In 2003, PDE put into place an option for teacher candidates with respect to the state licensure exam requirement. Historically foreign language teacher candidates were required to take the PRAXIS II Content Knowledge Exam. Since this exam is not aligned with the ACTFL/NCATE Standards, PDE offers the option of taking either PRAXIS II or demonstrating Intermediate High proficiency on the ACTFL Oral Proficiency Interview (OPI) and on the ACTFL Writing Proficiency Test (WPT). In April 1991, the Spanish Department put into effect a requirement that teacher candidates would need to demonstrate Advanced-Low speaking proficiency by taking the OPI. While the state requires Intermediate-High, the Spanish Education program continues to require Advanced-Low speaking and

writing proficiency, demonstrated through the ACTFL OPI and WPT.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Teacher candidates in Spanish participate in two early field experiences. As sophomores, they complete Pre-Student Teaching I (EDUC 242) in a local elementary school, where they teach Spanish to K-5 students in an after-school program. This experience is completed in conjunction with the first of two methods courses, "Teaching Elementary Content Through Spanish" (SPAN 390), and is designed to provide students with practice teaching Spanish at the elementary school level. Candidates are assigned a particular grade level (K-5), and they design and teach lessons to this group of students throughout the semester; the experience totals 35 hours. Candidates meet weekly as a class with their supervisor in order to connect theory to practice, reflect on and discuss their lessons, and engage in group planning. An important part of this experience is the development of standards-based lessons and the writing of detailed self-reflections after each lesson is taught. In conjunction with EDUC 242, candidates complete the requirements for the Spanish Department's Mid-Program Review, which includes the second phase of their electronic portfolios and demonstration of Intermediate-Mid oral proficiency or higher in Spanish.

In the second experience, candidates, as juniors, complete Pre-Student Teaching II (EDUC 342) in either a middle school or high school in the Pittsburgh Public Schools. This second experience provides candidates with experiences teaching a diverse population of students at the secondary level in an urban setting. Candidates spend a total of 35 hours in the school over a period of five or more full days, where they complete observation tasks, work with special needs students, and design and teach a series of Spanish standards-based lessons. As in EDUC 242, candidates meet weekly as a class with their supervisor in order to share their observations of the urban setting and reflect on and discuss their lessons. In conjunction with EDUC 342, candidates complete the third phase of their electronic portfolios and thereby meet one requirement of Step 2 of IUP's 3-Step Process for Teacher Education.

The Spanish Department has a collaborative agreement with the Indiana Area School District that it will provide Spanish instruction to students at East Pike Elementary School in an after-school program, since the elementary schools in the district do not have language programs. Therefore, for Pre-Student Teaching I, teacher candidates do not have cooperating teachers in Spanish; the supervisor for the field experience goes to the school with the teacher candidates and observes the lessons. For Pre-Student Teaching II, IUP, together with several other colleges and universities in the area, is a member of the Pittsburgh Public Schools (PPS) Teaching Collaborative. The collaborative is directed by administrators from PPS and the other colleges and universities; all faculty who supervise field experiences, as well as selected cooperating teachers, are named "clinical instructors" and are required to attend ongoing training seminars dealing with student teacher supervision and mentoring. Only master teachers who have permanent certification, hold a master's degree or higher, and have been recommended by the PPS World Language Coordinator are qualified to serve as clinical instructors.

All teacher candidates at IUP complete a 15-week Student Teaching experience in their final semester after all course work has been completed. Candidates seeking certification in two areas may split the 15 weeks and do a quarter in each discipline. Sometimes Spanish candidates teach at a middle school for one quarter and at a high school for the second quarter.

The last fall semester prior to Student Teaching, candidates complete the second of two methods courses, "Teaching of Foreign Languages in the Secondary School" (EDUC 453). In order to qualify for Student Teaching, all teacher candidates at IUP must successfully complete the requirements of Step 2 of the 3-Step Process for Teacher Education. Teacher candidates must demonstrate Advanced-Low speaking and writing proficiency in Spanish on the ACTFL OPI/WPT the semester BEFORE Student Teaching in order to qualify for the experience. Candidates may not complete student teaching in their home districts nor in districts where they or family members have been employed.

At IUP, cooperating teachers must (1) have permanent certification, (2) hold an advanced degree and/or national board certification, (3) have a minimum of three years of teaching experience, and (4) participate in cooperating teacher training held at IUP. In addition, they must be approved by the building principal. IUP asks new cooperating teachers to participate in a workshop (the university provides funds to districts to pay for substitute teachers); experienced cooperating teachers are asked to attend a workshop every three years.

At IUP requests for specific school sites and cooperating teachers come from each department. The Spanish Department maintains a list of school districts with which it has a collaborative relationship; these districts span a 75-mile radius of Indiana, PA. Cooperating teachers are identified by virtue of their involvement in IUP's foreign language conferences and/or in the Pennsylvania State Modern Language Association (PSMLA) activities and by word of mouth via IUP students coming from local districts and/or other teachers and graduates. Potential new cooperating teachers are contacted to ascertain their interest in working with our candidates, and IUP's Spanish Education program coordinator observes their classes to be sure that their philosophy of teaching foreign languages reflects current theory and practice and is in concert with IUP's philosophy.

Teacher candidates spend the first week of student teaching assisting the cooperating teacher and becoming familiar with the school and classes. They assume responsibilities for the first class at the start of the second week and gradually add classes throughout the semester. About three weeks before the end of the experience, candidates assume the entire schedule of their cooperating teacher, including extra duties, for one full week. For each preparation that they teach, candidates write detailed standards-based lesson plans and complete self-reflections after teaching each lesson. In addition to their teaching, candidates complete the following IUP assignments: five classroom observations and a reflective report for each; four professional readings of scholarly articles and a report for each; two examples of creating instructional materials; 2 interactive bulletin boards; 2 examples of adapting some aspects of the textbook program; a culminating project in the form of a teacher work sample; and, the Step 3 electronic portfolio (which includes, among other components, lesson plans illustrative of the various K-12 student standards).

The university supervisor makes a minimum of five observations of the candidate's teaching and writes an observational report for each. Additional visits are scheduled if the candidate is demonstrating difficulty and needs further mentoring. At midterm and final points, the cooperating teacher and university supervisor complete a formal evaluation, in which they assess the candidate's progress in meeting the generic competencies (10 INTASC principles) and the Spanish competences (based on the ACTFL/NCATE Standards (see Assessment #4). A three-way conference is held at these two points. Candidates must also meet the dispositions requirement (see Assessment #4).

All three field experiences are supervised by one of three Spanish Department faculty, who have Ph.D.s in Applied Linguistics and/or Foreign Language Education and are leaders in the field. The two methods courses are specific to the teaching of foreign languages and are taught by these same qualified faculty.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

IUP's Academy for Teacher Education, directed by the Dean of COE&ET and the Associate Dean for Teacher Education, sets policy for admission, retention, and exit from its professional programs. The Academy and its committees approve curriculum and requirements for field experiences. IUP has a Three-Step Process for Teacher Education, which stipulates the criteria for admission, retention, and exit from the program. The Spanish Department has added a fourth step, a "Mid-Program Review," conducted during the sophomore year to check progress in Spanish and in teaching, as part of the Pre-Student Teaching I experience. The chart (labeled Three-Step Process) in Question #7 explains the requirements for each step in the Three-Step Process, including the Mid-Program Review step for Spanish candidates; the items with an asterisk in Step 2 are those unique to the Spanish Education

Program. All teacher candidates at IUP must maintain a minimum overall grade point average of 3.0 and Spanish candidates must maintain a minimum average of 3.0 in their Spanish courses.

In the Mid-Program Review, candidates participate in an English interview conducted by the Spanish Education program coordinator, a departmental faculty member, and a cooperating teacher, designed to assess professional dispositions; they respond to questions about their philosophy of teaching Spanish, hypothetical classroom scenarios, and their involvement in the profession thus far, including efforts to improve their Spanish outside of class (with documentation on their “Professional Involvement Log”). Until Fall 2009, candidates had completed an English essay in which they responded to a scholarly journal article about current trends in language teaching. We feel that this essay has outlived its usefulness since we obtain the same information in the English interview. Therefore, beginning in Fall 2009, in place of this English essay, candidates will complete a writing sample in Spanish so that we may diagnose potential writing problems early in the program and prepare them to take the exit Writing Proficiency Test. See details in Assessment 1. Administering a writing sample at this stage will parallel what is done for oral proficiency. During this review, candidates take their first OPI, given by one of two currently certified Spanish Department faculty; this OPI is unofficial and is double-rated by the two testers but is not sent to LTI for a second rating. Candidates must be Intermediate-Mid or higher. If a candidate does not demonstrate this level of oral proficiency, s/he may still remain in the program and take Spanish courses; however, s/he may not proceed with Education courses until the level is attained. The Spanish Education coordinator works with the candidate to develop a remedial plan, which may include a longer study abroad program, out-of-class work with a conversation partner, and/or additional courses.

If a candidate does not demonstrate Advanced-Low proficiency in speaking on the official OPI and writing (WPT) by the deadline the semester prior to Student Teaching, s/he must develop a remedial plan and have another OPI/WPT the next semester. Student teaching is re-scheduled after the candidate demonstrates the required exit level.

Transfer students, who constitute a minority of incoming Spanish Education students, are screened by the Office of Admissions. To be admitted to an education program, these students must meet overall GPA requirements (minimum 3.0), and the program coordinator is asked to evaluate the transfer record for course deficiencies or other necessary remediation. On occasion a student who already holds a B.A. degree in Spanish or another field returns to IUP to seek initial licensure in Spanish; this student earns a second bachelor’s degree by completing the same course work in Spanish, Education, and the field experiences that are required for all other undergraduate Spanish Education majors (minimum of 30 IUP credits required).

**4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)**

IUP’s conceptual framework is based on Charlotte Danielson’s 2007 *Enhancing Professional Practice: A Framework for Teaching*, which provides the common language that IUP faculty use in their research, practice, reflections, evaluation, and communication about exemplary teaching practice. Danielson has identified 22 components that comprise exemplary practices, grouped into four domains:

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning

- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Teacher preparation programs at IUP also reflect the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), which are used by most states to make teacher licensing decisions. The INTASC principles are held by the Pennsylvania Department of Education (PDE) as part of the requirements for teaching certification. These principles are used as the generic competencies for Student Teaching and have been mapped to Danielson's four domains and components.

The Spanish Department evaluates its teacher candidates in Pre-Student Teaching I and II using Danielson's Framework, and it evaluates them in Student Teaching using the 10 INTASC principles as well as the 15 Spanish Education program competencies, which are based on the ACTFL/NCATE Program Standards (see Assessment #4). The chart (labeled Student Teaching Crosswalk), which appears in Question #7, illustrates the relationship of the 15 Spanish Education competencies to Danielson's Framework and the ACTFL/NCATE Standards.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

IUP has a comprehensive assessment system that is based on the "Key Assessment Rating System" (KARS). For each course, faculty have identified a key assessment that illustrates achievement of course objectives; for each key assessment, rubrics were developed that illustrate the NCATE levels of performance: Target, Acceptable, Unacceptable. These assessments were mapped onto Danielson's components, the INTASC principles, and program objectives. At the end of each semester, faculty enter key assessment scores electronically, in the same manner as final grades are entered, and the scores go into a KARS data base. The data base has the capability of producing charts and tables, illustrating candidate performance in each course and their progress in meeting the college's and program's objectives. The Department of Spanish was one of the first departments to develop key assessments and rubrics for each of its courses and to post this information to its website:

<http://www.iup.edu/spanish/assessment/>. Other IUP programs, as well as programs at other institutions, have used this site as a model for developing key assessments and rubrics.

Each academic year, faculty in the Department of Spanish examine the results of these key assessments and analyze them to look for trends in candidate performance. As explained in Section V, this process often leads to changes in our program (i.e., programmatic requirements and assessments). In addition, IUP requires each program to produce its Student Performance Data Analysis Report (SPDAR), in

which faculty respond to specific questions regarding the performance of teacher candidates on state and KARS assessments.

In addition to the KARS system, IUP uses its 3-step process as a vehicle for assessing teacher candidates' progress throughout the program. See #3. above for the chart that illustrates how the Spanish Education requirements fit into this process, including the departmental Mid-Program Review. A key component of the 3-step process is the electronic portfolio: at each benchmark step, candidates identify artifacts that illustrate attainment of specific INTASC principles, Danielson's components, and Spanish Education program competencies so that by the end of Student Teaching, in the Step 3 portfolio, all principles and competencies have been addressed.

The Spanish Education Program develops candidates' Spanish proficiency in all areas of communication, with a primary emphasis on oral proficiency. All upper-level courses are taught entirely in Spanish. The program has language, linguistics, culture, and literature components (see Program of Study attachment). Candidates experience technology in all of their courses, and all classrooms are "fully wired." Candidates are expected to integrate technology into their teaching. All Spanish majors are required to complete a structured study abroad experience of at least four weeks in length. The majority of Spanish Education candidates participate in the five-month program in Valladolid, Spain, or in the seven-week summer program in Cuernavaca, Mexico; many candidates complete a four-week program in Costa Rica in addition to the Spain or Mexico experience.

Assessments that are unique to Spanish Education include the exit ACTFL OPI and WPT, as well as the components of the Mid-Program Review, including the writing sample in Spanish, OPI, and English interview (i.e., Professional Involvement Log), discussed previously in this narrative.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

| |
|------------------------------|
| SpanEd K-12 Program of Study |
|------------------------------|

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

| |
|-------------------------------|
| IUP-SpanEd Three-Step Process |
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|-----------------------------------|
| SpanEd Student Teaching Crosswalk |
|-----------------------------------|

See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

| Program: | | |
|---------------|---|--|
| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers ⁽⁴⁾ |
| 2008-2009 | 34 | 8 |
| 2007-2008 | 34 | 5 |
| 2006-2007 | 31 | 4 |

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

| | |
|---|--|
| Faculty Member Name | Dr. Eileen W. Glisan |
| Highest Degree, Field, & University ⁽⁵⁾ | Ph.D. in Spanish Applied Linguistics & Teaching Methodology, Univ. of Pittsburgh |
| Assignment: Indicate the role of the faculty member ⁽⁶⁾ | Coordinator, Spanish Education K-12 Program & Student Advisor Supervisor of early field experiences & Student Teaching in Spanish Professor of methods courses Certified OPI Tester; conducts academic upgrade OPIs |
| Faculty Rank ⁽⁷⁾ | Professor |
| Tenure Track | <input checked="" type="checkbox"/> YES |
| Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾ | Co-author of Teacher's Handbook: Contextualized Language Instruction, most widely used foreign language methods textbook in teacher preparation programs across the country, now in 4th edition Co-director of the writing of the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers Member of Executive Board of NCATE (2005-2007); served on Specialty Areas Study Board (1998-2004); ACTFL/NCATE program reviewer and audit team member |
| Teaching or other professional experience in P-12 schools ⁽¹¹⁾ | PA certification (K-12) in Spanish & French 1 year teaching experience in junior-senior high school Clinical supervision of student teachers in Spanish (1985-present) Conducts in-service training for K-12 foreign language teachers across the country |

| | |
|---|---|
| Faculty Member Name | Dr. Frank B. Brooks |
| Highest Degree, Field, & University ⁽⁵⁾ | Ph.D. in Foreign Language Education, The Ohio State University |
| Assignment: Indicate the role of the faculty member ⁽⁶⁾ | Supervisor of early field experiences & Student Teaching in Spanish Professor of Spanish and methods courses Advisor of Spanish Education majors |
| Faculty Rank ⁽⁷⁾ | Associate Professor |
| Tenure Track | <input checked="" type="checkbox"/> YES |
| Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾ | Published seminal scholarly articles in leading journals such as Language Learning and Foreign Language Annals Director of IUP-Mexico Summer Study Abroad Program (2005-present) Member of the "Literature Survey Task Force" of the USDOE grant-funded ACTFL project, "A Decade of Foreign Language Standards: Influence, Impact, and Future Directions," 2008-present |
| Teaching or other | Virginia certification (K-12) in Spanish 7 years high school teaching in Virginia |

| | |
|---|---|
| professional experience in P-12 schools ⁽¹¹⁾ | (Spanish, English, English as a Second Language) Supervision of student teachers at IUP, 2005-present; supervision of student teaching interns in Florida (1995-2005) |
|---|---|

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|--|--|
| Faculty Member Name | Dr. Kathy P. Barton |
| Highest Degree, Field, & University ⁽⁵⁾ | Ph.D. in Hispanic Linguistics, Applied Linguistics & Teaching Methodology, Univ. of Pittsburgh |
| Assignment: Indicate the role of the faculty member ⁽⁶⁾ | Professor of Spanish and methods course (Teaching of Elementary Content Through Spanish) Supervisor of Student Teaching in Spanish |
| Faculty Rank ⁽⁷⁾ | Assistant Professor |
| Tenure Track | <input checked="" type="checkbox"/> YES |
| Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾ | Co-author of beginning-level Spanish textbook:, forthcoming Director, Spanish for Elementary Teaching Minor (1996-present, formerly called Foreign Languages and International Studies in Elementary Teaching [FLISET] Program) Coordinator, After-School Spanish Experience (FLEX), East Pike Elementary School, Indiana, PA (1995-present) |
| Teaching or other professional experience in P-12 schools ⁽¹¹⁾ | PA certification (K-12) in Spanish 5 years high school teaching of Spanish in PA Supervision of student teachers in Spanish & FLISET (1996-present) |

| | |
|--|---|
| Faculty Member Name | Dr. Jean-Louis Dassier |
| Highest Degree, Field, & University ⁽⁵⁾ | Ph.D. in Foreign & Second Language Education, The Ohio State University |
| Assignment: Indicate the role of the faculty member ⁽⁶⁾ | Coordinator, K-12 French Education Program Professor of French and methods course (Teaching of Elementary Content Through Spanish/French) Supervisor of Student Teaching in French |
| Faculty Rank ⁽⁷⁾ | Assistant Professor |
| Tenure Track | <input checked="" type="checkbox"/> YES |
| Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾ | Author of several articles in refereed journals and chapters in edited scholarly volumes dealing with the teaching of foreign languages Project Coordinator for the AATF publication: "Making Global Connections using French Language and Culture: Standards-based Lessons for Novice through Intermediate Language Learners" (published by the AATF Commission on Student Standards-Spring 2008) Vice-President of the Western Pennsylvania Chapter of the American Association of Teachers of French (AATF) (Elected: June 2008) |
| Teaching or other professional experience in P-12 schools ⁽¹¹⁾ | Organizer/Creator of two FLEX Foreign Language Experience Program (French Club atHorace Mann Elementary School and Saint Bernard Elementary school in Indiana, PA) (2007 to present) Supervision of student teachers at IUP, 2006-present; at Northern Michigan Univ., 2003-2006; at Univ. of Southern Mississippi, 2000-2003 Conducts in-service training for K-12 foreign language teachers |

| | |
|--|--|
| Faculty Member Name | Dr. Dawn Smith-Sherwood |
| Highest Degree, Field, & University ⁽⁵⁾ | Ph.D. in Spanish Literature, SUNY at Buffalo (NY) |
| Assignment: Indicate the role of the faculty member ⁽⁶⁾ | Certified OPI Tester of Spanish; conducts advisory OPIs for Mid-Program Review |
| Faculty Rank ⁽⁷⁾ | Associate Professor |

| | |
|---|---|
| Tenure Track | b YES |
| Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾ | Author of several refereed articles/book chapters dealing with Hispanic Women's Literature Co-Chair, Spanish Department NCATE/Middle States Committee on Assessment (2005-present) Chair, Assessment Committee, College of Humanities and Social Sciences, IUP (2007-present) |
| Teaching or other professional experience in P-12 schools ⁽¹¹⁾ | NA: Dr. Smith-Sherwood is included on this chart because she is the second certified OPI tester in the Spanish Department and administers OPIs to Spanish Education candidates. |

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

10. Complete the ACTFL/NCATE Program Self-Assessment Table and attach below. Go to the following URL for a copy of this table. Save it to your computer, fill it out, and then upload it below.

<http://www.ncate.org/ProgramStandards/ACTFL/ACTFLAttachmentformt.doc>

Self-Assessment Table Attachment C

See **Attachments** panel below.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACTFL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

| Type and Number of Assessment | Name of Assessment (12) | Type or Form of Assessment (13) | When the Assessment Is Administered (14) |
|---|--------------------------------------|---------------------------------|---|
| Assessment #1: Licensure assessment, or other content-based assessment (required) | ACTFL Writing Proficiency Test (WPT) | ACTFL WPT in Spanish | Semester prior to student teaching (Oct. 15 for Spring Student Teaching; Feb. 15 for Fall Student Teaching) |
| | | | |

| | | | |
|---|--|--|---|
| Assessment #2: Content knowledge in language to be taught (required) | Cultural Investigation | Cultural Investigation | End of Hispanic Civilization Through the 19th Century (SPAN 340) taken during junior year, first semester |
| Assessment #3: Candidate ability to plan (required) | Comprehensive Unit Plan | Unit plan, with accompanying lesson plans, materials, and assessments | Methods course taken prior to student teaching: EDUC 453, Teaching of Foreign Languages in Secondary School |
| Assessment #4: Student teaching (required) | Student Teacher Summative Evaluation | Summative assessment of teaching practice and professional dispositions | End of Student Teaching |
| Assessment #5: Candidate effect on student learning (required) | Teacher Work Sample | Work sample demonstrating candidate's effect on student learning, based on pre- and post-testing and data analysis | Project conducted during Student Teaching and submitted at the end of the experience |
| Assessment #6: Additional assessment that addresses candidates oral proficiency (required) | ACTFL Oral Proficiency Interview (OPI) | ACTFL OPI in Spanish (official academic institutional upgrade) | Semester prior to Student Teaching (Oct. 15 for Spring Student Teaching; Feb. 15 for Fall Student Teaching) |
| Assessment #7: Additional assessment that addresses ACTFL standards (required) | Linguistic Analysis Investigation | Linguistics project (interview with native informant and analysis of speech sample) | End of Spanish Phonetics & Phonemics (SPAN 453) course taken during junior or senior year |
| Assessment #8: Additional assessment that addresses ACTFL standards (optional) | Professional Involvement Log | Professional involvement log, compiled since freshman year; includes out-of-class work to develop Spanish proficiency and involvement in professional activities | Log is checked twice: at Mid-Program Review and in Step 2 prior to Student Teaching |

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each ACTFL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACTFL standards.

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| 1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. | b | b | e | e | e | b | b | b |
| 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. | e | b | e | e | b | e | e | e |
| 3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. | e | e | b | b | b | e | e | e |
| 4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources. | e | e | b | b | b | e | e | e |
| 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level- appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. | e | e | b | b | b | e | e | e |
| 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and | e | e | e | b | e | e | e | b |

members of the community to promote the field.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. CONTENT KNOWLEDGE: State licensure tests or professional examinations of content knowledge. ACTFL standards addressed in this entry could include but are not limited to standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment

of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #1 ACTFL Writing Proficiency Test (WPT)

See **Attachments** panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge⁽¹⁵⁾ in the language to be taught. ACTFL standards addressed in this entry could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks⁽¹⁶⁾. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #2 Cultural Investigation

See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACTFL standards that could be addressed in this assessment include but are not limited to Standards 3, 4 and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #3 Comprehensive Unit Plan

See **Attachments** panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACTFL standards that could be addressed in this assessment include but are not limited to standards 3,4,5 and 6. An assessment instrument used in student teaching should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #4 Student Teacher Summative Evaluation

See **Attachments** panel below.

5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. ACTFL standards that could be addressed in this assessment include but are not limited to Standard 3,4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #5 Teacher Work Sample

See **Attachments** panel below.

6. CONTENT KNOWLEDGE: Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1.a. Results of the OPI/TOPT should be submitted. ACTFL standard addressed in this entry is Standard 1. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #6 ACTFL Oral Proficiency Interview (OPI)

See **Attachments** panel below.

7. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of professional development experiences, memberships in professional organizations, conference participation, philosophy statements, and case studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #7 Linguistic Analysis Investigation

See **Attachments** panel below.

8. Additional assessment that addresses ACTFL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1 and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment #8 Professional Involvement Log

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

(1) CONTENT KNOWLEDGE

Since 1991, the IUP Department of Spanish has gathered evidence from an externally used assessment that its teacher candidates are able to speak at a level that the profession has deemed appropriate for foreign language teacher candidates. Historically, departmental faculty have worked diligently to provide opportunities for our Spanish majors to improve their proficiency and cultural understanding outside of class (e.g., Dimensiones Españolas—Spanish Club, Piso Cervantes—Spanish Floor of Residence Hall, LASO—Latin American Student Organization). We have continued to use the OPI results as one data point for making curricular and programmatic decisions. For example, several years ago, we changed the content of the senior-level conversation course, SPAN 450—Conversation Forum, in order to provide opportunities for students to focus on developing their oral proficiency at the Advanced level. Over the years, we have developed a community of learners who understand and value the attainment of a high level of proficiency in Spanish and have a commitment to reaching as high a level as possible. We are pleased that the majority of our Spanish Education candidates reach the Advanced-Low level of oral proficiency on their first attempt prior to Student Teaching. We will continue our efforts to provide ample extra-curricular activities and to design remediation plans for students who do not achieve the required level on their first attempt at the exit OPI.

In Fall 2005 the program added the WPT as a second required test and set the level at Advanced Low. As discussed in the narrative for Assessment 1, we have had several students not attain the AL level on their first WPT. We have since instituted a practice cycle before candidates take the test and we designed a remediation plan for candidates who do not achieve the level on the first try. Faculty who teach the SPAN 230 Intermediate Composition course will incorporate more writing opportunities that parallel the WPT requirements: timed writing without access to dictionaries and other instructional materials. In addition, at our departmental retreat in Fall 2009, we plan to discuss how we can improve the writing component of all of our Spanish courses. In addition, we have put into place a diagnostic writing sample at the Mid-Program Review in order to assess our candidates' writing in order to provide them with feedback earlier in the program, as we do with the OPI for speaking.

On a yearly basis, departmental faculty examine the data from our key assessments in each course (i.e., KARS system) in order to examine trends in the performance of our candidates. As indicated by Assessments 2 and 7 in this report, we have attempted to develop more “robust” assessments that provide an opportunity for candidates to synthesize what they are learning in multiple courses within and beyond the department. Our content knowledge assessments illustrate that candidates are attaining content-based expectations of both our program competencies and the ACTFL/NCATE Program Standards. We attribute this to at least two factors: (1) all Spanish majors participate in a study abroad program; and (2) in recent years we have updated all course objectives to be performance- and proficiency-based and have aligned courses more with expectations of PDE and ACTFL/NCATE. In order to continue the progress we have made in the area of improving candidates' knowledge, departmental faculty need to continue to be educated in terms of the K-16 Standards for Foreign Language Learning in the 21st Century and the ACTFL/NCATE Program Standards. Some faculty still

do not have a thorough understanding of areas such as the 3-P cultures framework, interpretive listening and reading, second-language acquisition issues, and standards-based planning and assessment. Our Departmental Assessment Committee continues to work on creating opportunities to bring faculty together for purposes of professional development and discussion; i.e., we will hold a retreat in Fall 2009. Continued progress requires ongoing collaboration among faculty.

(2) PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment data clearly verify that IUP's Spanish Education candidates are reaching the expectations outlined in the ACTFL/NCATE Program Standards with respect to pedagogical knowledge, skills, and dispositions. We believe that two factors contribute to this: (1) our candidates are engaged in teaching from the time they are sophomores, and (2) course work and teaching experiences are closely intertwined.

In terms of program improvement and as a result of the assessment results presented in Assessments 3, 4, and 5, we plan to:

- provide more exemplars of reflections for the Teacher Work Sample and continue to provide the maximum amount of feedback to individual candidates concerning the reflections they write after they teach their lessons;
- focus more on the culture paradigm (products, practices, and perspectives) earlier in candidates' Spanish course work as well as in the first methods course (SPAN 390) in order to give them sufficient time to understand it and thus be able to integrate it more effectively into their teaching;
- include more work in the methods courses and Pre-Student Teaching I and II on integrating the Connections goal area so that candidates are more comfortable working with Connections in Student Teaching; specifically integrate more work with authentic texts (oral and written), including cross-disciplinary content, so that candidates can more effectively integrate Connections into their teaching; and
- integrate more projects in which candidates are required to interact with native speakers so that they acquire ideas for how they may integrate the Communities goal area into their teaching.

(3) EFFECTS ON P-12 STUDENT LEARNING

The Spanish Education Program was the first program at IUP to implement the Teacher Work Sample in Fall 2005, and it has served as the model for the other teacher preparation programs as they instituted this required assignment in the following year. In order to better prepare our candidates for the unit planning component of the Work Sample, we developed the Comprehensive Unit Plan assignment in EDUC 453 (Teaching Foreign Language in the Secondary School). This assignment (see Assessment #3) has enabled candidates to practice the steps involved in unit and daily lesson planning.

As we have examined the results of the Teacher Work Sample since 2005, we have provided our candidates with much more guidance in the methods courses on how to conduct pre-instruction and post-instruction assessment, how to compile and analyze data from these assessments, and how to reflect on the results in terms of their students' learning and classroom practice (see Assessment #5). In addition, we have compiled exemplary Teacher Work Samples to share and discuss with candidates so that they have a better understanding of this assignment.

Data obtained through the Work Sample indicate that our candidates demonstrate that they have positive effects on K-12 student learning, as a result of Student Teaching. Performance on this assignment has steadily improved each year. We plan to continue to work on specific components of the Work Sample in our methods courses and our early field experiences, Pre-Student Teaching I and II, so that candidates become accustomed to making a case that they are having positive effects on the learning of their P-12 students. We have significantly increased the time that we spend on helping candidates to develop skills in reflecting on their teaching and the results of assessments of their P-12 learners. This is an area that still merits our attention since it requires a great deal of effort and time on task on the part of our candidates.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.