

NATIONAL RECOGNITION REPORT

Initial Preparation of Foreign Language Educators

NCATE recognition of this program is dependent on the review of the program by representatives of the American Council on the Teaching of Foreign Languages (ACTFL).

COVER PAGE

Name of Institution

Keene State College

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Teacher Certification in French; Teacher Certification in Spanish

Program Type

Foreign Language Education-Modern Languages

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comment:

The home state does not require a state licensure test for the content field.

Summary of Strengths:

The program now requires a pre-study abroad meeting to discuss how teacher candidates can make the most of their experience abroad. Candidates are required to take the Praxis II and an OPI upon the completion of their abroad experience. Beginning in fall 2009, two methods classes will be required. The modern languages department now has a full-time faculty member assigned to teach methods courses and to supervise student teachers. All teacher candidates newly admitted to the program must complete the Praxis II (institutional licensure content knowledge requirement) and an OPI (at the advanced low level) prior to entering the student teaching experience. All components proposed in the initial report are in place as of this date.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Language, Linguistics, Comparisons.

Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

The program has set the level of advanced low for a required OPI to assess speaking proficiency. The newly hired faculty member is monitoring the implementation so that candidates take the interview as they return from study abroad and prior to student teaching. So that data were available, it was commendable to have insisted that candidates take the assessment in advance of the requirement, especially because data show that candidates were approaching the standard. The program is encouraged to devise a remedial plan for those not reaching the advanced low level so that classroom proficiency is at standard.

Standard 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Strong assessment; data presented.

Standard 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Previously met.

Standard 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Data now presented.

Standard 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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Previously met.

Standard 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 members of the community to promote the field.

Met	Met with Conditions	Not Met
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Comment:

Data now presented.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The Praxis II (content knowledge) is an institutional requirement for entry into the student teaching phase of the program. It is the OPI results that provide evidence of speaking proficiency in interpersonal mode along with the research paper.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

A vocabulary lesson based on a particular theme, an assessment of student teaching, a culture lesson during student teaching, and three reflective essays are now required.

C.3. Candidate effects on P-12 student learning

Three reflective essays are now required during student teaching.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Candidates are required to take the Praxis II and an OPI prior to being admitted to student teaching, and the institution is meeting with local K-12 teachers for their input into better preparation of teacher candidates. Additionally, based upon assessment results, a pre-study abroad meeting is held for all teacher candidates going abroad, to emphasize how best to make use of their time in the target language/culture. A full-time faculty member has been hired to oversee student teaching, and the completer chart has been updated to include the years 2006-2008 (Spanish only, as French had no teacher candidates during 2006-2008).

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The successful implementation of the requirement of two methods classes beginning in the fall of 2009 and a focus on trying to add students to the French side of this teacher candidate program.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None

F.2. Concerns for possible follow-up by the Board of Examiners:

None

PART G -DECISIONS

Please select final decision:

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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