

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

Shippensburg University

Date of Review

MM DD YYYY

02 / 01 / 2016

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

French and Spanish Education

Grade Level⁽¹⁾

Middle School and High School

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

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 **OR** Not nationally recognized [See Part G]

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

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

Comments, if necessary, concerning Test Results:

Please see previous National Recognition Report (2/2015).

Summary of Strengths:

Please see previous National Recognition Report (2/2015).

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:

Met in previous National Recognition Report (2/2015).

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:

Met in previous National Recognition Report (2/2015).

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



Comment:

Standard 3 is now "met" as a result of changes made to Assessments 3 and 4.

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



Comment:

Standard 3 is now "met" as a result of changes made to Assessments 3 and 4.

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



Comment:

Standard 3 is now "met" as a result of changes made to Assessments 3 and 4.

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



Comment:

Standard 3 is now "met" as a result of changes made to Assessments 3 and 4.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Addressed in previous National Recognition Report (2/2015).

knowledge, skills, and dispositions

Addressed in previous National Recognition Report (2/2015).

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

Addressed in previous National Recognition Report (2/2015).

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)

Addressed in previous National Recognition Report (2/2015).

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Congratulations to your program for having achieved National Recognition by ACTFL/CAEP. As a reward, please put the ACTFL and the CAEP icons on your program webpage, advising materials, and other promotional materials to signal the quality of teacher preparation your program provides.

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:

- National Recognition.** 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 mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** 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 another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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