

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Foreign Language Educators

National 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 / 08 / 2022

**This report is in response to a(n):**

- Initial Review
- Revised Report
- Response to Conditions Report

**Program(s) Covered by this Review**

Spanish and French Education

**Grade Level<sup>(1)</sup>**

K-12

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

**Program Type**

First Teaching License

**Award or Degree Level(s)**

- Baccalaureate
- Post Baccalaureate
- Master's

### PART A - RECOGNITION DECISION

**SPA decision on national 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]

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

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

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

**Comments, if necessary, concerning Test Results:****Summary of Strengths:**

The revised Assessments #2, 4, 5, 7 and their rubrics are well done and are now aligned with the selected ACTFL/CAEP standards as requested.

## PART B - STATUS OF MEETING SPA STANDARDS

**Standard 1: Language Proficiency.** Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Met

Met with Conditions

Not Met



**Comment:**

This standard was met in the Previous National Recognition Report (9/11/2019).

**Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.** Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

Met

Met with Conditions

Not Met



**Comment:**

The Capstone Project - Cultural, Linguistic and Literary Investigation is the revised Assessment #2 where candidates must explore a theme of their choosing through the lens of culture, linguistics, and literature. Although candidates were not able to travel due to COVID during the time frame of this report, they excelled in other parts of the project. It is evident that this revised assessment now has a clear theme and is aligned with Standard 2 as is the rubric.

**Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs.** Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Met

Met with Conditions

Not Met



**Comment:**

While Assessment #4 - Student Teaching Evaluation does integrate all aspects of Standards 3, 4 and 5 and the rubric is now aligned to all aspects of those standards, no passing score is indicated. Only one point value should be possible for each cell in the rubric whereas both TARGET and ACCEPTABLE have 2 points available with no indication how an evaluator would decide how to decide whether to give 1 or 2 points. If Visit 4 is considered a SUMMATIVE visit, it is not clear how ALL the criteria listed in the rubric realistically can be found in that 1 final lesson.

Assessment #5 - Candidates' Effect on Student Learning does integrate all aspects of Standards 4 and 5, the rubric is aligned to all aspects of the standards and there is a passing score indicated,

**Standard 4: Integration of Standards in Planning and Instruction.** Candidates in foreign language teacher preparation programs understand and use the World-Readiness Standards for Learning Languages and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular

planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

Met

Met with Conditions

Not Met

Comment:



This standard was met in the Previous National Recognition Report (9/11/2019).

**Standard 5: Assessment of Languages and Cultures – Impact on Student Learning.** Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

Met

Met with Conditions

Not Met



Comment:

This standard was met in the Previous National Recognition Report (9/11/2019).

**Standard 6: Professional Development, Advocacy, and Ethics.** Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Met

Met with Conditions

Not Met



Comment:

The EPP accidentally indicated Assessment #6 rather than Assessment #7 to address Standard 6 in SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS. While Assessment #7 - Professional Development, Advocacy and Ethics does now integrate all aspects of Standard 6 and the rubric is now aligned to all aspects of the standard, no passing score is indicated. Only one point value should be possible for each cell in the rubric whereas both TARGET and ACCEPTABLE have 2 points available with no indication how an evaluator would decide how to decide whether to give 1 or 2 points.

## PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

### C.1. Candidates' knowledge of content

Evidence was provided in previous reports that teacher candidates possess the necessary content language to teach world languages. In this Response to Conditions submission, the edited Assessment #2 (Capstone Project---Cultural, Linguistic and Literary Investigation) provides additional evidence to show candidates' knowledge of content.

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

Assessments #4 and 5 and their rubrics have been revised and aligned to the appropriate standards since the last report to measure candidates' ability to understand and apply pedagogical and professional content knowledge, skills and dispositions.

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

Assessments #4 and 5 and their rubrics have been revised and aligned to the appropriate standards since the last report to measure teacher candidates' effect on P-12 student learning.

## 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)

The program has taken steps to align assessment and rubric criteria to the ACTFL/CAEP standards. It is obvious that much attention to detail has allowed their candidates to demonstrate their requisite knowledge, skills and dispositions. The EPP provided one round of data from 2021 to show candidates' performance.

## PART E - AREAS FOR CONSIDERATION

Areas for consideration

1. Indicate a passing score for every assessment.
2. Only one point value should be possible for each cell in each rubric. Currently, TARGET and ACCEPTABLE and UNACCEPTABLE have 2 points available with no indication how an evaluator would decide how to decide whether to give 1 or 2 points.
3. In the previous response, the EPP was asked to disaggregate the data in Assessment #4 to reflect performance of candidates in each language program. Since available data were only for candidates teaching Spanish, there was no need at this time to disaggregate data by language but this practice should be observed in future reports.

## PART F - ADDITIONAL COMMENTS

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

F.2. Concerns for possible follow-up by the CAEP site visitors:

## PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *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.