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

Lehman College/ City University of New York

Date of Review

MM	DD	YYYY
02	01	2020

This report is in response to a(n):

○ Initial Review

○ Revised Report

◉ Response to Conditions Report

Program(s) Covered by this Review

Undergraduate Foreign Language Teaching Certification

Grade Level[1]

Foreign Language Education -Spanish

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

Program Type

7-12

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:

Several efforts have been made to respond to the previous review to be nationally recognized. Weaknesses were identified and attempts have been made or on-going efforts currently take place to improve the status quo. The outcome of that review has altered some documents and eliminated others, which reflects professional discernment particularly supportive of program improvement.

The Rubrics were revised and updated to better meet the ACTFL/CAEP standards. Some assessments were replaced to address better the issues of concern. Justifications were made regarding adjunct faculty hiring as well as future hiring plans. Action plans exist to improve the program for foreign language teaching certification.

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:

OPI with required levels and data about meeting those required levels were included.

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:

Specified alignment with ACTFL/CAEP standards in all assessments

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:

Instructions, as well as the rubric for Assessment #3, now reflect the breadth and depth of the standard. The links to the standards in these elements are not as clearly described as in the other assessments. Assessment #4 is now fully aligned with the ACTFL/CAEP standards with the World Language observation rubric.

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:

Instructions, as well as the rubric for Assessment #3, now reflect the breadth and depth of the standard. The links to the standards in these elements are not as clearly described as in the other assessments. Assessment #4 is now fully aligned with the ACTFL/CAEP standards with the World Language observation rubric.

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:

The program replaced edTPA with a course for Assessment #5. While the course has students working on the assessment and asks for data collection, it is not clear which data the students collect. These need to be more clearly linked to the Presentational mode and the products, practices, & perspectives, They are looking for patterns and reflecting on what they collect.

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 successful 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:

Assessment #4 is no longer used to measure Standard 4. Assessment #8 directions and rubric now clearly align with the ACTFL standards.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Evidence from Assessments #1, 2, and 6, and description demonstrate candidates' knowledge of content and confirm that the program addresses ACTFL/CAEP standards.

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

Evidence from Assessments #3, 4 and 5, and description demonstrate candidates' pedagogical and professional knowledge and skills.

Assessment #4 now evaluates the breadth and depth of the Standard and is aligned with specific ACTFL/CAEP descriptors. Assessment #5 is now a course rather than the edTPA but it is not clear that candidates are engaging in standards-based assessments, although evidence exists that they are attaining passing scores for the course. Evidence provided does indicate meeting the basic requirement of the standard, but further development is required to ensure the validity of the assessments.

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

Evidence from Assessments #3, 4 and 5, and description demonstrate candidates' effects on student learning.

Evidence from Assessment #5 has changed from the EdTPA to a course. This course provides general data that candidates are able to engage in skills necessary for World Language Teaching. However, given that the assessment has not been fully aligned to specific ACTFL/CAEP descriptors, it is recommended that the program continuously check how well candidates meet the breadth and depth of the Standards.

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 provides rich evidence that candidate performance is continuously evaluated.

The teaching certification program has incorporated input from the previous review, and revisited Assessments and their alignments with the standards. The program has revised, replaced, and updated the requirements. Future action plans have been determined.

The only area that is still unclear is in Assessment #5 and what exactly is being measured in terms of P-12 student progress.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Assessment #5 needs clarification as to which standards are addressed and how it is verifying P12 student progress in those standards.

The discussion of eliminating the edTPA as evidence of student learning is presented with a clear rationale; however, the program faculty should remain open to an evaluation of candidate performance from externally validated sources. Concomitant local measures can then provide a validation that provides faculty with a 'double check' for judgments made.

PART F - ADDITIONAL COMMENTS

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

Focus on P12 student progress and how it is assessed via Assessment #5.

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

Focus on P12 student progress and how it is assessed.

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.