

THREE INTRA-DEPARTMENTAL NCATE REVIEWS: A CASE STUDY

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Abstract

Sharon B. Hähnlen. THREE INTRA-DEPARTMENTAL NCATE REVIEWS: A CASE STUDY. (Under the direction of Dr. Ellen Black) School of Education, January 2009.

This Action Research case study examined the relationship of the specialty professional association accreditation process to curricular revisions in content concentrations which service both teacher licensure degree candidates and non-licensure degree candidates at a particular liberal arts institution of higher education. It sought to answer the question, “Does the SPA/NCATE accreditation process, as experienced by the content faculty at a particular liberal arts institution of higher education in three licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change?” through the examination of the NCATE review process, as experienced during the preparation of and subsequent responses to three simultaneous intradepartmental reviews, which conformed to the criteria of three different specialty professional associations’ standards. The results of the study indicate that curricular change does occur in the course of such reviews, and that such curricular change provides evidence of contribution to the preparation of highly qualified teachers, although the definition of a “highly qualified teacher” suffers from shifting political and professional positions. The results also provide evidence that the NCATE process suffers, at times, from inconsistencies, from lack of uniformity from one professional association to another, and from participant frustration, due to mid-report adjustments on the part of NCATE. Suggestions for further research are also included.

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Chapter 1: Introduction to the Study

This case study examined the relationship of the specialty professional association (SPA) accreditation process, under the direction of the National Council for Accreditation of Teacher Education (NCATE), to curricular revisions in content concentrations which service both teacher licensure candidates and non-licensure degree candidates at a particular liberal arts institution of higher education.

The No Child Left Behind Act of 2001 (NCLB) stipulates that all children PreK-12 are to be taught by “highly qualified” teachers (HQT). Most states have yet to define what this means in their state and none has yet met this standard. In response to the NCLB legislation, professional and accrediting organizations exercise substantial influence on content curricula in higher education through teacher licensure program requirements. Their intent is to apply uniform standards to programs of teacher education, in order to produce these highly qualified teachers. In the Commonwealth of Virginia, teacher education may not stand alone, but must be added on to a student’s major in a specific content area. This study of the SPA/NCATE review process, as recently experienced by the institution selected for this research, looked at the curricular changes which have resulted, from this review, reflections on the process, and insights into cross-disciplinary integrations which appear to facilitate the training of “highly qualified teachers” in specific fields.

A related area of interest was curricular changes mandated by these specialty associations which are imposed on all candidate populations in a concentration, where the licensure candidates make up the smaller percentage of the total number of students enrolled in a particular concentration. Rationales for such global curricular revisions need

to demonstrate that mandated changes consist of improvements in course content, delivery, assessment, and outcomes, which will result in the formation of highly qualified candidates overall. The teacher licensure candidates in these programs should, then, also fit the Highly Qualified Teacher category as designated by the No Child Left Behind Act of 2001.

Background to the Study

The Professional Background

In schools and departments of institutions of higher learning, the degreed faculty members are degreed in their specific content fields, but many, have had little introduction to or contact with issues of importance to teacher licensure. They often do not understand the impact that professional/governmental requirements for teacher candidates' experiences have, or conceivably may have in the near future, on their own content delivery. Statements found in some of the official documents of the professional organizations seem to indicate an agenda to impose some form of licensure on all higher education faculty members, in addition to their content area degrees. Raising such possibilities and concerns in the arena of university teaching, faculty meetings, and casual discussion, most often generates dismissal, denial, resentment, or a condescending attitude toward the issues of concern to faculty who are specifically involved in teacher education. Faculty who straddle the fence of teacher licensure on the one side and content area curriculum on the other side are frustrated by a lack of understanding from their colleagues as to the benefit to all students of some restructuring of content delivery and assessment.

The Pedagogical Background

Although it is generally acknowledged that pedagogy which works for a learning disabled student works even better for the regular student, the possibility of externally-mandated curriculum or methods is automatically rejected by higher education faculty. Cross-pollinating the strengths of the content-degreed and the content-degreed plus licensed higher education faculty should result in program concentrations which benefit all students. The goal of specialty professional association reviews of institutional programs, which enroll both licensure and non-licensure students, is to ensure just such an outcome.

The Political Background

The NCLB Act is slated for federal renewal. It may be substantially changed by a new administration. If so, does the uncertainty of this legislation strengthen the argument of those who want to ignore extra-academic curricular mandates, or can all university faculty contribute to the formation of “highly qualified teachers”? This study of the SPA/NCATE review process examined the impact of three simultaneous reviews within one department. The intent was to determine whether or not curricular changes resulted from the reviews themselves and whether or not such changes, if made, contributed to the formation of highly qualified teachers.

The Research Background

Due to unusual circumstances, the department selected for this study, submitted three simultaneous reports to NCATE, one of which was written by this researcher. These three reports were reviewed by three different SPAs. One was accepted without revision; the other two needed extensive revisions. One of these two was conditionally accepted; the

second was “not recognized”. This reviewer was tasked to rewrite one of those two, and to “consult” on the third. Such a unique unfolding of opportunities afforded this researcher good insights into the differing emphases and priorities of three SPAs, which appear to be closely parallel in content intent. At the same time, this researcher continued to teach a pedagogy course on world language teaching made up of teacher licensure candidates from all three SPA areas. Students preparing to teach English as a Second/Foreign Language , Spanish, and double majors of English/English as a Second Language take a combined methods and materials course at this institution, yet the three SPAs looked at that same course with different eyes, contradicting each other on the plusses and minuses of the content, delivery, and outcome assessments. How are these differences to be reconciled, to be integrated across disciplines, and to provide the teacher candidates with the benefits that the priorities of each SPA would seem to afford them? This was the substance of the present case study: the process of accreditation SPA reviews and the curricular changes which resulted from these accreditation reviews in order to produce highly qualified teachers.

Although personal factors are generally considered to be irrelevant in a dissertation (Glatthorn, 2005), the particular qualitative research choice of Action Research (AR)/ Participant Theory is couched specifically in the researcher/participant experience of the study. Additionally, although Glatthorn states that local factors are typically not identified, Participant Theory attaches the particular study to the particular locale. These research method differences will be further developed in the Chapter Three of this study.

The Problem Statement

The purpose of this case study was to examine and understand the influence that the professional and accrediting organizations had on curricular issues for majors or concentrations in the teaching of English as a Second Language, Spanish, and English. When majors include student populations of both licensure and non-licensure students, and when the licensure students make up the smaller percentage of the total number of students enrolled in a particular major, are these extra- institutional entities, then, mandating what all students, not just licensure students, must study in order for the minority licensure enrollment to attain the designation of “highly qualified teachers”?

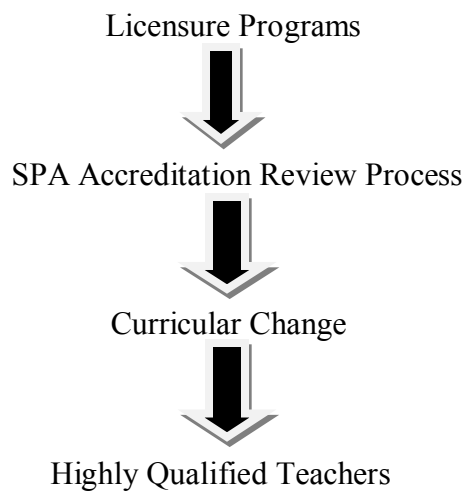
The Professional Significance of the Study

This study of the SPA/NCATE review process as experienced by the selected department examined the curricular changes which resulted from three licensure program reviews, Teaching English as a Second or Foreign Language, Spanish, and English, from reflections on the process, and from insights into cross-disciplinary integrations which appear to facilitate the training of “highly qualified teachers” in these specific fields. The understandings gained should be of interest to the entire department because of a particular interest on the part of many candidates in these three majors to “teach abroad”, but not to seek state licensure. The motivations behind student decisions to not seek licensure range from convictions that they do not need to be licensed for an external setting, that they are international students themselves and will, therefore, need to meet foreign country requirements for certification, or that they will never teach in the U. S., to simple naivety. Motivations aside, the departmental faculty seek to produce the best

qualified teachers for any setting, and, therefore, require as part of the concentration that all such declared majors take the same pedagogy courses within the department.

Therefore, curricular components imposed due to SPA requirements for accreditation of the licensure programs impact all majors. This case study provided a “real-life” setting in which to test the value of such curricular adjustments for licensure and non-licensure but still intending to teach “somewhere” participant. Additionally, one seminal research study (ECS) has determined that none of the specific factors targeted by the NCATE reviews contribute to “highly qualified teachers”. It is necessary, then, to consider carefully the three specific NCATE report responses and the curricular adjustments that were made as a result of these responses. The initial conceptual framework developed by this researcher assumed a linear progression from academic licensure program preparation to HQT.

Original Conceptual Framework



The Research Question

Does the SPA/NCATE accreditation process, as experienced by the researched department's content faculty in three licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change?

An Overview of the Methodology

Research Perspective

The research perspective of this case study was qualitative primary and qualitative first.

Research Type

This case study used a particular aspect of Action Research called Participant Theory.

Research Methods: Documents

The research method consisted primarily of the collection of organizational manuals, program records, governmental publications, memoranda, correspondence, official SPA publications and reports, and institutional surveys, as well as the initially submitted reports and NCATE responses to those reports. These documents were captured in such a way as to record and preserve their contexts (Appendices A-E).

Data Analysis

The data analysis model used was the Open Model, where no categories exist at the beginning. The methodology rationale and procedures are discussed further in detail in Chapter Three.

Definitions

Case Study

A qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit (Merriam, 1998)

Disposition

In educational jargon, this indicates an inclination or tendency to act/believe/value in a certain way.

Domain

A domain is the TESOL equivalent of the ACTFL, NCTE, or NCATE standard, or the student teacher TCAs at the researched institution.

Pull-out

This is the educational practice of removing a student from content area instruction in order for a specialist (language, vocational, etc.) to work individually, or in a small-group setting, with the student.

Push-in

This describes the educational practice of having a specialist-teacher accompany a student to a content instruction class in order to provide individual help during the regular instruction. (also: Shadowing)

Shadowing

This describes the educational practice of having a specialist-teacher accompany a student to a content instruction class in order to provide individual help during the regular instruction. (also: Push-in)

TCA

Teacher Competency Assessment

Professional Organization Acronyms

ACTFL American Council on the Teaching of Foreign Languages

AR Action Research

AYP Adequate Yearly Progress

CBI Content-based Instruction

CETC Christian Educators in Caucus

ELA English Language Arts

ELL English Language Learner

EFL English as a Foreign Language

ESL English as a Second Language

FL Foreign Language

HQT Highly Qualified Teacher (NCLB)

INTASC Interstate New Teacher Assessment and Support Consortium

IPA Integrated Performance Assessment (ACTFL)

L1, L2, L3, etc. 1st Language, 2nd Language, 3rd Language, etc.

LA (2LA, etc.) Language Acquisition (Second Language Acquisition, etc.)

LEP Limited English Proficiency

MOPI Modified Oral Proficiency Interview

NBPTS National Board for Professional Teaching Standards

NCATE National Council for Accreditation of Teacher Education

NCLB No Child Left Behind

NCTE National Council of Teachers of English

NFLRC National Foreign Language Resource Center at Iowa State University, Ames, Iowa. The ISU NFLRC is one of fifteen Title VI language resource centers funded by the US Department of Education, committed to improving foreign language education in America's primary and secondary schools.

OPI Oral Proficiency Interview (ACTFL)

PBA Performance-based Assessment (ACTFL)

SACS Southern Association of Colleges and Schools

SIOP Sheltered Instruction Observation Protocol (TESOL)

SL Second Language

SOPI Simulated Oral Proficiency Interview

SPA Specialty Professional Association

TEAC Teacher Education Accreditation Council

TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language

TESOL Teaching English to Speakers of Other Languages

VGLA Virginia Grade Level Alternative

WIDA World-Class Instructional Design and Assessment

5Cs Connections, Communities, Comparisons, Cultures, Communication. These categories originated in ACTFL: *National Foreign Language Standards for the 21st Century*.

Chapter 2: Review of the Literature

No Child Left Behind

The No Child Left Behind Act (NCLB) of 2001, signed into law in 2002 by President George W. Bush, serves as the unifying feature for American K-12 education, higher education, schools and departments of teacher education, state departments of education, educational accrediting bodies, professional associations which focus on education, and educational, business, professional, and community partnerships and coalitions. Much of the connectivity among these varied groups derives from their associations with the United States Department of Education, under the leadership of Margaret Spellings, at the time of this study. The NCLB Act is particularly pertinent to this study, as the force of the act is delivered through its numerous titles, which provide funding to extra-governmental entities, whose missions or goals are to support and advance the target of each title, most of which address issues of language and or multiculturalism (Appendix G). It was the focus of this study to look at the specialty professional associations' accreditation reviews of licensure programs in English as a Second Language, Spanish, and English Language Arts at a particular liberal arts institution of higher education. These three licensure programs, in cooperation with the institution's undergraduate School of Education, are components of the Department of English and Modern Languages, part of the researched institution's School of Communications. This is the only content department in the researched university which submitted multiple reports for NCATE review, each of which was reviewed by a different specialty association. The three programs are unique in themselves, and also unique as a package, in that licensure

candidates and non-licensure majors mix and mingle courses in an integrated and cross-disciplinary manner. Some of the licensure candidates seek double licensure, some seek licensure in only one area, but double major in two, and some seek licensure in one area and minor in one of the other two areas.

The No Child Left Behind Act is a reformulation of the 1965 Federal Elementary and Secondary Education Act (ESEA), which is the principal federal law impacting K-12 U.S. education today. As the education of children and the public is not specifically assigned to the federal government in the U. S. Constitution or to its Bill of Rights, such education is, therefore, conferred to the states. Federal involvement in public education is thus possible only through entitlement programs, which fund target groups and issues. The original goal of this Act was to raise literacy and math skills among underprivileged children and to level the academic playing field by holding schools accountable, at the risk of being shut down, if specified benchmarks were not met in a timely manner (Tyre, 2006). The current iteration of the NCLB Act contains expanded provisions not specified in the original Act (Toppo, 2006). The NCLB Act now requires that every principal ensure that all children in his or her school read at grade level (for grade 3 and above) by the year 2014, that low-income schools which have not met performance targets for three years in a row provide free tutoring services to their students for free (Korry, 2005), and that students in grades 3, 5, 8, and at least once in high school, take annual reading and math tests. For these tests, the student scores must increase each year. By 2014, 100% of all students must read and do math at grade level (Toppo, 2006). The legislation also requires that schools receiving federal poverty aid must demonstrate annually that students in all racial categories are progressing, or the schools risk having penalties (such

as extending the school year, changing the curriculum, or firing administrators and teachers) imposed. In reporting a school’s annual yearly progress (AYP), no scores may be excluded from a school’s overall measure, and all schools must report scores by categories such as race, English language proficiency, poverty, migrant status, and special education. Failure in any single category results in a whole school failure (NCLB, 2001).

The impact of NCLB on language-related programs, and in this study, on teacher licensure programs in ESL, SPAN, and ENGL is seen in the NCLB Act provisions. The chart below, adapted from current federal guideline documents, identifies only those sections pertaining to language education of students and to teacher training.

Titles and Sections	Targeted LA, Bilingual, Minority Issues
Title I: Helping Disadvantaged Children Meet High Standards Part A: Compensatory Education	<ul style="list-style-type: none"> • Limited English Proficiency (LEPs) eligible in their own right, not as a condition of poverty • ESL
Part B: Even Start Family Literacy Programs Part C: Education of Migratory Children	<ul style="list-style-type: none"> • Early childhood education • Adult education
Title II: Eisenhower Professional Development Program Part A: Federal Activities	<ul style="list-style-type: none"> • High-quality professional development in core academic subjects (HQT – Highly Qualified Teachers) • National Teacher Training Project
Part B: State and Local Activities Part C: Professional Development	to states which provide a state plan to improve teaching and learning To partnerships for innovative models to

Demonstration Project	prepare teachers for new standards and assessments
Title III: Technology for Education Part B: Star Schools Program	Distance-learning foreign language programs
Part C:	Ready-to-learn television
Part F:	School library media resources
Title V: Promoting Equity	Preparing students to function in a culturally diverse and highly competitive global community
Title VII: Bilingual Education, Language Enhancement and Language Acquisition Programs Part A: Bilingual Education	<ul style="list-style-type: none"> • LEAs, IHEs, community-based organizations • Program development • Implementation grants • Program enhancement projects • Research, evaluation. Dissemination • Instructional materials • Professional development • Transition – limiting grants to 3 years
Part B: Foreign language Assistance Program	Elementary school foreign language incentive program (never funded)
Part C: Emergency Immigration Education Program	To assist LEAs that experience unexpectedly large increases in student populations due to immigration
Title IX: Indian, Native Hawaiian, and Alaska Native Education	

<p>Title X: Programs of National Significance Part A: The Fund for the Improvement of Education</p>	<ul style="list-style-type: none"> • Improve quality of education • Tied to standards
<p>Part B: Gifted and Talented Children Jacob K. Javits Gifted and Talented Study Education Act</p>	
<p>Part H: De Lugo Territorial Education Improvement Program</p>	For outlying areas
<p>Part I: Findings for 21st Century Learning Centers</p>	<p>“public schools should collaborate with other public and nonprofit agencies and organizations, businesses, education entities ... and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools.”</p>
<p>EducationPart J: Urban and Rural Education</p>	<ul style="list-style-type: none"> • Tied to goals • Professional development • Address the needs of LEP students
<p>Part M: Territorial Assistance</p>	The Virgin Islands

2006 (adapted from TESOL documents)

Highly Qualified Teachers

The No Child Left Behind Act of 2001 (NCLB) mandated that all core subjects be taught by highly qualified teachers by the conclusion of the 2005–06 school year (Paige, 2003) The No Child Left Behind Act, Public Law 107-110, Section 9101(23), established the definition of “highly qualified” for all teachers of core academic subjects. The term

‘highly qualified’, when used with respect to any public elementary school or secondary school teacher teaching in a State, means that: (1) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State’s public charter school law; and (2) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

Therefore, except for charter school teachers, all teachers of core academic subjects must have full state certification or licensure to be considered “highly qualified.” But new teachers of core academic subjects face even stricter requirements:

[The term ‘highly qualified’—]

(A) when used with respect to—

- (i) an elementary school teacher who is new to the profession, means that the teacher —
- (I) holds at least a bachelor’s degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test

or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

- (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by-
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing;

Notices that these additional requirements focus entirely on rigorous subject matter preparation, demonstrated either through adequate performance on a test or through successful completion of a major, graduate degree(s), or advanced credentialing. Next, the law provides further detail on the definition of 'highly qualified' as it applies to existing teachers of core academic subjects:

[The term 'highly qualified'—]

- (B) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

- (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
- (VII) may involve multiple, objective measures of teacher competency (Paige, 2003).

In her *Secretary's Fifth Annual Report on Teacher Quality to Congress and to the American People, in compliance with Title II of the Higher Education Act (HEA)*, Margaret Spellings, the Secretary of the U.S. Department of Education, reports on the national progress towards this goal. This latest report is based on 2005 data, which makes clear that as of 2005, the goal had not been met.

Under the U.S. Constitution, the responsibility for K-12 education rests with the states, as it is a responsibility not specifically given to the federal government. However, the federal government claims a compelling national interest in the quality of the nation's public schools, and, therefore, uses the legislative process to provide monetary assistance to states and their schools through federal entitlement programs. The primary source of these entitlements comes from the Elementary and Secondary Education Act (ESEA), which was enacted in 1965. The NCLB of 2001 was a reauthorization of the ESEA. President Bush's 2006 budget provided 37.6 billion dollars for K-12 education, 95% of which was distributed either directly to local schools or to schools and districts through the states. Part of that total included 2.9 billion dollars for improving teacher quality and 675.8 million dollars for English language learners. These are two funding aspects of

NCLB which tie the researched university's ACTFL, TESOL, and NCTE program reviews to NCATE and to NCLB. Overall, 2006 Title I K-12 programs received 13 billion dollars. These programs include Reading First (\$1.1 billion), Improving Teacher Quality Grants (\$2.9 billion), English Language acquisition (\$675.8 million), and "other NCLB programs", which target, among other areas, American Indian, Alaska native, and migrant students. These last three can be seen as extensions to the ELA programs, but are worded differently because they involve non-English speaking, or ELL Native Americans.

The challenge to the goal of providing highly qualified teachers for all children is complicated by the yearly increase in required SOL standards (Standards of Learning, Virginia), the increase in the K-12 population, especially among ELL and bilingual learners, and initiatives for global education, which increase the need for teachers of world languages. According to the Bureau of Labor Statistics, the employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations, but because of the number of the participants in this group, this growth will create the need for 479,000 additional teacher positions, more than for all but a few other occupations. Most teaching job openings will result from the need to replace the large number of teachers who are expected to retire over the 2006-16 period. According to the *Educational Statistics Quarterly*, more than 765,000 teachers will retire from public school teaching by the end of 2009. The estimated need for newly hired public school teachers will range from 1.7 million to 2.7 million, and private schools will also need an additional 620,000 teachers, also by 2009.

Unfortunately, many beginning teachers decide to leave teaching for other careers after a year or two, especially those employed in poor, urban schools, which will create additional job openings for teachers. Currently, many school districts already have difficulty hiring qualified teachers in subject areas, particularly in bilingual education, and in foreign languages. Increasing enrollments of minorities, coupled with a shortage of minority teachers, will result in intense efforts to recruit minority teachers. Also, the number of non-English-speaking students will continue to grow, creating demand for bilingual teachers and for those who teach English as a Second Language. These are precisely the Department of English and Modern Languages' highly qualified teacher candidates which the researched institution is committed to preparing.

Accreditation and Higher Education

The relationship of institutions of higher education to accrediting organizations has not been an easy one. The concepts of academic freedom on the one hand and of standards imposed on academic curriculum by an extra-curricular organization on the other hand, whether on an entire institution or on individual programs within an institution, have long been a source of tension. There has been a long tradition in the United States of "local control" over public K-12 schools, but with the NCLB mandates, which have resulted in a move toward national testing, voices calling for a national K-12 curriculum are being heard. That, in turn, reaches into the halls of higher education where the "highly qualified teachers" are being prepared. The long arms of program accrediting associations, which are partnered with state departments of education to evaluate the institutional units and programs of education, touch all content areas. They consider any area where even one teacher candidate is enrolled to be part of the teacher education

program, essentially returning all academics to the “normal school” concept. In addition, the federal government exerts pressure on institutions, units, and programs to comply through the use of title I funds (for NCLB and teacher quality programs) and the Higher Education Act (HEA) of 2007, which provides financial assistance to post secondary students. This act provides funds to students, and to institutions, in order to improve K-12 teacher training at postsecondary institutions.

A review of the literature shows that institutions and educators around the country have struggled to resolve questions as to whether or not accreditation requirements deter curriculum innovation, and about the implications of the role of accreditation on educational quality, the role of government in accreditation, and externally imposed curriculum changes on colleges of education. NCATE figures in many of these discussions. Christian schools, in particular, need to carefully consider their worldview in light of the perspectives of the accrediting associations.

In response to the NCLB legislation, professional and accrediting organizations appear to exercise substantial influence on content curricula in higher education through teacher licensure program requirements. The intent is to apply uniform standards to programs of teacher education, in order to produce these highly qualified teachers. In the Commonwealth of Virginia, teacher education may not stand alone, but must be added on to a student’s major in a specific content area.

National Council for the Accreditation of Teacher Education

The largest organization tasked with the accrediting of programs of teacher education in the United States today is the National Council for the Accreditation of Teacher Education (NCATE). NCATE online documents state that “it is the accrediting body for

colleges and universities that prepare teachers and other professional specialists for work in elementary and secondary schools” (NCATE, 2008). It must be acknowledged that NCATE is not the only organization approved by the U.S. Department of Education to review and accredit schools of teacher education, nor is it the only one recognized by state departments of education for the schools in their state. Research shows that NCATE fought hard to keep other organizations out of the accreditation field, but did not succeed. A second recognized accrediting organization is TEAC. In the Commonwealth of Virginia, many of the more prominent institutions of higher education have chosen to be accredited by TEAC instead of by NCATE, due to the difficulty and time intensity of an NCATE-led review. The wide variation in review responses from the three NCATE affiliated specialty professional organizations (SPAs) to the three reports submitted to NCATE by the Department of English and Modern Languages gave evidence to a lack of consistency among the professional associations and a lack of standardization on the part of NCATE in its oversight of the SPAs, while at the same time requiring the SPAs to impose standards on the programs which they are reviewing.

NCATE was founded in 1954 with the backing of five groups, the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), the Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA). NCATE replaced the American Association of Colleges for Teacher Education as the agency responsible for accreditation in teacher education. NCATE is recognized by the U.S. Department of

Education as an accrediting institution, not as the only accrediting institution, specific to teacher education. As a unit accreditor, it differs from regional accreditors.

As of March, 2008, NCATE had 50 state partnerships, including the District of Columbia and Puerto Rico. These partnerships take the form of coalitions, interest groups, and state departments of education. Seventeen states require that all their public institutions which offer teacher education be accredited by NCATE. Twenty-eight other states have some teacher education units accredited by NCATE. Twenty-five states delegate NCATE to conduct the unit program review process for teacher accreditation and for state approval. Virginia is one of these states. Many private institutions of higher education also seek accreditation from NCATE as part of their teacher education accountability. The researched institution's onsite portion of the NCATE review was a joint visit by NCATE team members and the Virginia Department of Education (VDOE). Currently, there are some 700 NCATE accredited institutions in the U. S. and another 100 preparing for accreditation (NCATE, 2008).

The mission of NCATE encompasses accountability and improvement. It seeks to provide assurance to the public that graduates of accredited institutions have acquired the requisite knowledge, skills, and dispositions to help all students learn.

NCATE also seeks to provide leadership in teacher education reform through the application of standards, which focus on systematic assessment and on performance-based learning. It encourages its affiliated institutions to engage in continuous improvement based on consistent, accurate, and up-to-date data. It is assumed by NCATE that graduates of NCATE accredited programs of teacher education will have a positive impact on K-12 students.

Specialty Professional Associations

This study of the SPA/NCATE review process as experienced at the research institution looked at the curricular changes, if any, which resulted from this review, reflections on the process, and insights into cross-disciplinary integrations which appear to facilitate the training of “highly qualified teachers” in specific fields (Appendices A-F)

Teachers of English to Speakers of Other Languages (TESOL)

Licensure Candidates who wish to teach English as a Second or Foreign Language are superintended by TESOL, which stands for “Teaching English to Speakers of Other Languages”

The need for a single, all-inclusive professional organization that would bring together teachers and administrators at all educational levels, who had an interest in teaching English to speakers of other languages (ESOL), was recognized in 1964. At that time, the discussions took place under the auspices of the National Association for Foreign Student Affairs (NAFSA), which dealt with all issues of non-native, non-citizen status, and were facilitated by the Center for Applied Linguistics (CAL), which had a program for ESL students under their applied linguistics section. At the 1964 annual NAFSA conference, the group renamed itself the Association of Teachers of English as a Second Language (ATESL) of NAFSA. The researched institution has been a long-time member of NAFSA, and the current writer of this study was named as a member to NAFSA.

In 1966, ATESL became TESOL, a professional organization independent from NAFSA. In addition to the input from NAFSA and CAL, three other professional organizations had input into the new organization. These were The Modern Language Association of America (MLA), which had concentrated on the teaching of English and

foreign languages to non-native speakers, and on literary scholarship, The National Council of Teachers of English (NCTE), which encompasses all of English pedagogy, of which English as a Second Language is a part, and also The Speech Association of America, which has had an impact in thousands of classrooms through its research with “speakers whose English is not idiomatic”.

The creation of the TESOL organization was based on three perceived needs: 1) the need for a professional organization that would be permanently devoted to the problems of teaching English to speakers of other languages, at all levels, 2) the need for a pedagogical journal to serve the entire profession, and 3) the need for a register of specialists that might be helpful to foundations, government agencies, and universities in their attempt to cope with the ever-growing need for qualified personnel in the area of ESOL.

TESOL has several sub-groups called Communities, one of which is the Christian Educators in Caucus (CETC), created in October of 1996. CETC is composed of persons who have a common interest in the teaching of English to speakers of other languages and who share a common belief in Jesus Christ. CETC fosters fellowship and encouragement for Christians within TESOL and provides a framework for networking among Christians within TESOL. This group is of special interest to the selected researched institution due to its emphasis on ministry.

The TESOL mission is to ensure excellence in English language teaching to speakers of other languages. Its core values include professionalism in language education, individual language rights, accessible, high quality education, collaboration in a global

community, interaction in research, reflective practice for educational improvement, and respect for diversity and multiculturalism.

The American Council on the Teaching of Foreign Language (ACTFL)

The American Council on the Teaching of Foreign Languages (ACTFL) is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. ACTFL and its affiliated organizations represent educators who are committed to building language proficiency from kindergarten students through adult learners. They provide advocacy, professional development opportunities, resources, and opportunities for members to interact and share ideas and experiences. Its mission is “to provide vision, leadership and support for quality teaching and learning of languages”

ACTFL was organized in 1968 as a sub-group of the Modern Language Association (MLA). Its stated purpose was the formation of a new, national, individual membership organization for teachers of all foreign languages at all levels, to be supported by a network of state foreign language organizations, existing and new. There was a perception at that time that the MLA foreign language component was heavy on college level teachers and that issues of high school teachers were not being addressed.

A National Federation of Modern Language Teachers Associations (NFMLTA) also existed at that time, and this organization was the publisher of the Modern Language Journal. According to NFMLTA documents, the formation of ACTFL, supported by the MLA, came in the form of a coup, along with a demand that NFMLTA surrender the MLJ to ACTFL.

The National Federation of Modern Language Teachers Association, founded in 1916, continues to be an important language focal point, as it shepherds the individual language AATs [American Associations of Teachers of . . . (name of the specific language)], and the regional language conferences. Although ACTFL is important to the researched institution, due to its accrediting duties, NFMLTA is also important to this institution due to the state Foreign Language of Virginia annual conference (FLAVA), the regional Southern Conference on Language Teaching (SCOLT), and the Northeast Conference on the Teaching of Foreign Languages. Faculty and licensure students of this institution are members of the AATF and the AATSP.

The importance of ACTFL for both the training of foreign/world language teachers and for their students is perhaps most clearly seen today in the ACTFL Proficiency and Performance Guidelines. The ACTFL Proficiency Guidelines were first formulated in 1986 as a result of collaboration with members of the federal government's Interagency Roundtable. The guidelines are descriptive rather than prescriptive in nature. They are intended to be used to identify what a person is able to do with the language he or she has learned in the competencies of reading, writing, listening, and speaking at levels Novice, Intermediate, and Advanced, with subdivisions of low, mid, and high, depending on the competency in question. The Proficiency Guidelines were revised in 1999 and 2001, adding the levels of Superior and Distinguished to the competencies of Speaking (1999) and Writing (2001), and the levels of Superior and Distinguished to the proficiencies of Listening and Reading in 1999. They are not intended to represent learning objectives, although many foreign language teachers tend to try to convert them into objectives, and they are not intended to be used as assessment indicators. They do provide the structure

and identifiers for the Oral Proficiency Interview (OPI) which has been used in the past by businesses and organizations which need or want to verify an employee's or potential employee's oral skills in a particular language. The OPI became part of the qualifying requirements for licensure in foreign languages in Virginia in 2007. This requirement is a direct result of the NCATE/ACTFL/VDOE partnership.

The new Performance Guidelines (1998) expand on the Proficiency Guidelines to provide language teachers with assessment options tied to rubrics, which identify levels of control and competence in a particular language and for a particular task. ACTFL requires that Licensure Candidates demonstrate their own language proficiency in the areas of interpersonal, interpretive, and presentational. Candidates must also assess their students on Performance-Based Assessments (PBAs) and Integrated Performance assessments (IPAs) Some teacher education programs are now adopting PBAs and IBAs as evidences of competence and proficiency for licensure candidates.

National Council of Teachers of English (NCTE)

English language education in the United States follows two tracks. Licensure candidates who intend to teach English language and literature to native English speakers are governed by the National Council of Teachers of English (NCTE). Since 1911, NCTE has worked to advance teaching, research, and student achievement in English language arts (ELA) at all scholastic levels. Licensure candidates who wish to teach English as a Second or Foreign Language are superintended by TESOL, which stands for "Teaching English to Speakers of Other Languages"

Until very recently, the two tracks have been very distinct. With the rapid increase of non-English first language students in public schools, the two fields are converging. Core

content English teachers are collaborating with ELL teachers and ESL teachers are providing second language theory insights to the regular English classroom teachers. The Department of Education (VDOE) of the Commonwealth of Virginia funded a grant in 2008 to identify the essential elements of ESL, which core content English classroom teachers must know, and to develop cross-training programs for these teachers. The NCTE Standards are starting to address this connection. During the Fall of 2008, the Virginia Department of Education started intensive marketing of an ELA/TESL teaching approach called Sheltered Instruction Operational Protocol (SIOP), an observational protocol which comes out of Special Education. To the observational protocol has been added a lesson planning approach couched in Content-Based Instruction (CBI) that includes both content and language objectives. The 2008 Fall VATESOL Conference offered several sessions on SIOP, and many local SIOP workshops have been organized since the Spring of 2008, which student teachers and co-operating teachers of the researched institution have attended.

NCTE's mission statement, as it appears in the NCTE Strategic Plan (8/90), says that "the Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language." The emerging emphasis on literacy provides an additional connection between the fields of English and English as a Second language. Recent research into the acquisition of languages has shown that some of the most transferable skills from one language to another reside in literacy strategies. Research in literacy, and particularly in dual literacy/literacy in two languages at the same time, seems to show the benefits of

encouraging the acquisition or strengthening of literacy in the first language as a means of promoting literacy in the new language. This emphasis is new to language education, as past theories emphasized a total immersion approach to language acquisition. An added advantage to encouraging literacy in the home language is that non-English proficient parents and relatives can continue to contribute to the educational progress of their children and not feel ostracized from the system due to their own language deficiencies. In fact, this strategy motivates many of them to learn English along with their children. Adult education in English and literacy is a key component of both TESOL and NCTE, and is one of the funded Titles of NCLB (Title I, Part B)

In 2000, NCTE formulated a set of core values and beliefs for the association, based on member input. These include writing, literature, integrated language arts, diversity, knowledgeable caring teachers, advocacy, and public education. Key components in this set of beliefs, which appear in all three intradepartmental NCATE reviews, are 1) the importance of writing across the curriculum, 2) the appropriate uses of writing in evaluation and assessment, and 3) the expansion of the definition of literacy to include reading, writing, speaking, listening, viewing, and media study. The NCATE statement on diversity is interesting in that it claims to support students' rights to their own language. On this issue, NCTE and TESOL would probably not agree. Social justice also holds an important place in the value statements of the organization.

Virginia Department of Education (VDOE)

The Virginia Department of Education partnered with NCATE in 2000 in order to use NCATE as one of the approved accrediting organizations for schools of education and for programs within those schools. Institutional accreditation visits are usually joint visits of

NCATE and the VDOE to the candidate institution. The VDOE also partners with other national organizations in order to provide professional development and resources to state educators. Although such organizations frequently begin as options for professional development under the VDOE umbrella, their cross-training and resources often become mandated in the curriculum required of licensure candidates. One example of this is the SIOP training which pulls together the content areas of ELA and TESL. Another example is a second partnership which the VDOE approved in the Spring of 2008, that is WIDA (World-class Instructional and Design and Assessment). WIDA pulls together the content areas of TESL and SPAN. It quickly becomes evident that ESL acts as a bridge to the other two teaching fields of ENGL and SPAN that make up the triangle of this case study.

Chapter 3: Methodology

Research Perspective: Qualitative Primary, Qualitative First

Qualitative research emphasizes a phenomenological view in which reality lies in the perceptions of individuals. This perspective focuses on meaning and understanding, and takes place in naturally occurring situations (Patton, 2002). The qualitative analysis process centers on the presentation of specific cases and on thematic analysis across cases. It is important in qualitative program evaluation to capture and to report individualized outcomes based on how participants in the programs change during a process and on whether or not they maintain those changes afterwards.

Research Type: Case Study, Aspects of Action Research

A case study is expected to catch the complexity of a single case when that case is of special interest to a particular audience, which comes to understand its activity within important circumstances (Patton, 2002). The 1998 Merriam Webster defines case study as “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” The focus of the three case studies which comprised the whole of this dissertation study were exactly program and process.

Case studies depend on clearly defining the object of the study. Single case studies are really a collection of smaller cases, which, for this study, came from the different program reviews and the SPA and NCATE responses to those reviews.

Case study research consists of empirical inquiries that investigate contemporary phenomena within real life contexts; when the boundaries between phenomena and

context are not clearly evident; and in which multiple sources of evidence are used. (Yin, 1989)

Case study research calls for thick description which takes the reader into the setting being described. The goal is to experience and understand the experience being observed. The basic tenet of this type of research is to describe, being careful to separate the description from interpretation (Patton, 2002).

Action Research documents how an educational problem is identified, understood, and solved by practitioners (Yin, 1989). Elements of Case Study and Action Research which were applicable to this research study include the use of instruments which yielded words (narrative) as opposed to numbers, i.e. document analysis, small sample groups, and target groups which were “purposive”, or “key informants” in terms of leadership and change. The research was time intensive and occurred over an extended period of time. The documentation cited narrative responses and documents created as aids to the review process (Appendices A-H). Finally, the research limited its conclusion to individuals who were directly involved in and to results which derived directly from the process under investigation (Pan, 2004).

Research Methods: Documents and Site

The site was limited to people and locations connected to the Department of English and Modern Languages at a particular liberal arts institution of higher education, as the study involved the process of curricular change for the purpose of preparing highly qualified teacher candidates in Teaching English as a Second Language, Spanish, and English, as a result of TESOL, ACTFL, and NCTE accreditation reviews. Sites involved were limited to faculty offices and public areas.

Instrumentation

Examples of instrumentation included written documents resulting from the process, field notes, official publications and reports, memoranda, committee minutes, curricular surveys, and reflections. The research method consisted primarily of the collection of organizational manuals, program records, governmental publications, memoranda, correspondence, official TESOL, ACTFL, NCTE, NCATE, and university institutional publications and reports, as well as the written initial and follow-up responses to the NCATE/SPA reviews. These documents were captured in such a way as to record and to preserve their contexts.

Sample

The participants included only those faculty, student teachers, and cooperating teachers who were involved in the program review process. IRB approval was not obtained, as no persons were directly quoted or asked to contribute individual documents. Faculty who filled out curricular surveys did so without names attached.

Data collection

The nature of the study required a description of what happened chronologically and the collection of data over time, from the beginning of the process to the status as of the submission date of the study. Relevant materials had already been collected and archived from the beginning of the original NCATE accreditation process in 2000. New materials resulting from the most recent NCATE visit were collected. New documents continue to be prepared, as more NCATE rejoinders are scheduled for submission. Other data collected included email correspondence, and departmental minutes. The research descriptions included the contexts within which the data was collected.

Data Reduction and Coding

Data was organized according to the themes of: NCLB, HQT, NCATE, ACTFL, TESOL, NCTE, Higher Education Curriculum, VDOE, and accreditation issues. Information relevant to the research question was extracted from the research data.

Data Analysis

The data analysis model used was the Open Model, where no categories exist at the beginning. Most of the analysis was narrative, citing official documents and reports. This inductive approach identified patterns, themes, and categories which came from the data itself, rather than from pre-determined categories (Weasmer & Mays, 2003).

Some of the data consisted of responses which described subjective experiences, perceptions, opinions, feelings, and knowledge. These were categorized, but not interpreted. These types of datum helped to establish the context of the study. Elements of the data analysis included the analyzing of raw data from documents, the categorizing of findings, and the development of graphic organizers (Glatthorn, 2005).

Chapter 4: Case Study/Action Research

Introduction

This study reported on three teacher licensure program reviews originating in the Department of English and Modern Languages of the researched institution, which were submitted to three different specialty professional associations (SPAs): Teaching English to Speakers of Other Languages (TESOL), American Council on the Teaching of Foreign Languages (ACTFL), and National Council of Teachers of English (NCTE), as part of an NCATE accreditation review for the researched university's Teacher Education unit, 2006-2008.

The goal of the study was to answer the research question, "Does the SPA/NCATE accreditation process, as experienced by content faculty in three Licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change?"

The format through which the intradepartmental review processes were examined was that of qualitative research, and a sub-category of case study research, called Action Research (AR), a term first used by Kurt Lewin in 1946 (Smith, 2007).

The Case for Qualitative Research, Case Study Research, and Action Research

Qualitative Research emphasizes a phenomenological view in which reality lies in the perceptions of individuals. This perspective focuses on meaning and understanding, and takes place in naturally occurring situations (Patton, 2002). The qualitative analysis process centers on the presentation of specific cases and on thematic analysis across cases. It is important in qualitative program evaluation to capture and to report individualized outcomes based on how participants in the programs change during a

process and on whether or not they maintain those changes afterwards. The particular branch of Case Study/Action Research that focuses on these participants is called Participant Theory.

A case study is expected to catch the complexity of a single case, when that case is of special interest to a particular audience, which comes to understand its activity within important circumstances. (Patton, 2002) Case studies depend on clearly defining the object of the study. Single case studies are really a collection of smaller cases, which, for this study, came from the three different institutional program reviews and SPA and NCATE responses to those reviews.

Action research documents how an educational problem is identified, understood, and solved by practitioners (Yin, 1989). Two of the leading advocates of Action Research, Anne Burns and Graham Crookes, are also TESOL researchers. Crookes defines action research as a form of self-reflective enquiry undertaken by participants in (social) situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out (Carr & Kemmis, 1986). The first definition of action research leans more to a British form of this research reserved for education, in that the research is directed toward the improvement of direct practice. It is specifically tied to the environs of the self-reflection of the practitioner (Smith, 2007).

Burns expands this definition to say that “action research involves self-reflective, systematic and critical approaches to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by participants to be worthy of investigation, in order to bring about

critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research” (Cornwell, 1999).

Another action researcher, Betty Garner, says that action research is a systematic, reflective, collaborative process that examines a situation for the purpose of planning, implementing, and evaluating change (Garner, 1996). This definition is particularly applicable to the NCATE reviews which formed the basis for this study. Anne Burns adds that action research involves people across an organization and provides continuity in the processes of professional and curriculum development (Cornwell, 1999). It is the opinion of this researcher that this is exactly the direction of these three investigations.

The particular tools used by action researchers match those employed by this researcher in the course of the study, although at the beginning of the study this researcher was unaware of the parallel. Qualitative methodology places an emphasis on discovery and interpretation over statistical analysis and correlation studies, per se. It seemed natural to this researcher to concentrate on self-study, narration, rich descriptions, memos, meeting minutes, emails, portfolios, and pictures. Numerous artifacts in each of these categories, produced or compiled in the context of this study, are attached to this study as appendices. Louis Smith (1979) noted that when dealing with qualitative research, it is wise to use a triangulation method, that is, at least three different data sources. This study was, in fact, the examination of three different NCATE reviews, which are related in content area, which overlap in application, and which intersect in the methods courses from which many of the applicable “benchmarks” or evidences derive.

Interest in action research, particularly in the field of education, is growing because participants find they can be in leadership positions as they plan, conduct, and evaluate research on their own practice (Borgia, 1996). Because good action research “integrates theory, practice, and meaningful, concurrent application of results”, it is a particularly appropriate avenue of research for candidates seeking degrees in educational leadership (Borgia, 1996).

One criticism which is often directed towards action research, especially from the perspective of quantitative research, is that action research looks at “small” portions of data or has a very narrow, subjective focus. However, if the research question is of interest or concern to a local community of teachers, as in the case of this study, to the content language faculty of the researched Department of English and Modern Languages, the study may uncover important institutional issues or problems that are hindering, or even preventing, the attainment of published goals. In the case of these three NCATE reviews, the three programs were examined in order to determine whether or not the programs were producing their stated goal of “highly qualified teachers” (Cornwell, 1999).

In action research, the size of a study is less important than the processes by which the end conclusions are reached. However, it is also possible to claim that no true conclusion is ever reached in action research, due to the cyclical or spiraling nature of the research itself. This spiraling is an essential aspect of action research and must be understood as such. As the process proceeds, and as researchers reflect on their practice and collaborations, data, which may at one point have seemed unrelated and unimportant,

may begin to point in new directions and the relevance becomes clear. Feldman (1995) describes action research as “. . . a unique orientation towards inquiry”. A researcher or an educator may begin with a focus or a question, which is often modified during the course of the study, data are gathered, and the process of researching and reflecting continues; data are interpreted, and a plan of action develops (Borgia, 1996). The research question for this study was: Does the SPA/NCATE accreditation process, as experienced by the content faculty at a particular liberal arts institution of higher education in three Licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change?

Several different paradigms have been used to illustrate the action research process. Garner (1996) proposed a cyclical paradigm which says: To learn is to change; to change is to create; to create is to learn”. Takala (1994) proposed “steps” in a paradigm which “identified a question, created a solution, implemented the solution, evaluated the resulting data, and then modified the practice, based on the evaluation”. In fact, these steps of Takala’s are the next step in the continuing NCATE process for those programs which require further development. Donato (2002) describes the action research process as: think, act, reflect, re-think, and Smith (2007) condenses the process to three basic phases: look, think, act. Borgia (1996) identifies five components of action research which she calls the Five C’s: commitment, collaboration, concern, consideration, and change. Although this researcher prefers the earlier descriptions of the action research process, this last description is particularly interesting in that one of the reviews which make up part of this study, the ACTFL/NCATE review, uses a set of 5 Cs as part of the

SPA standards. Additionally, language acquisition theory and language teaching methodology are frequently illustrated by a spiral process. This researcher would propose that the research method chosen was a comfortable fit for the content areas being studied, and therefore, the resulting understandings of the data developed should seem reasonable to practitioners in the field.

The "Me" in the Study

Writing the Winning Thesis or Dissertation (Glatthorn & Joyner, 2005), emphasizes the importance of having a "me" in the research study. This "me" can take the form of personal interest, continuing professional interest, professional significance, career advancement, or the development of knowledge, interest or skills. This researcher would claim "all of the above" as impetus for the choice of the research question, as well as for the circumstances which directed the exact choice. Some might define these circumstances as serendipity; this researcher would characterize them as pre-ordained, in accord with her worldview.

This researcher considers herself to be a generalist in languages and a specialist in the field of language education. As a student, she studied French, Spanish, German, Italian, American Sign Language, classical and Koiné Greek, English, and linguistics. She would claim fluency and proficiency in French, proficiency in German, and an acquaintance with the other languages. She was an international student and has traveled abroad several times. As a professional, she has taught French, German, English, ESL, linguistics, anthropology, and speech at the secondary level, in both public and private schools, and at the university level, in both undergraduate and graduate courses. She has

done translation, presented at workshops and conferences, and received specialized training in the Oral Proficiency Interview (OPI) assessment process through a federal grant. She also received grant funds to participate in training at the NFLRC (National Foreign Language Resource Center) at Iowa State University, Ames, Iowa. She has been a cooperating teacher for licensure candidates and supervises student teachers in the field in her present employment, as well as maintaining an active teaching presence in French language instruction, language acquisition, and language pedagogy. Based on her background, this researcher considered herself to be especially qualified to engage in action research which crosses language boundaries (French, Spanish, and English) and which focused on both the academics and the practice of teacher training.

In May, 2007, this researcher chaired two conference sessions at the Conference for Advanced Research in Language Acquisition (CARLA), which specifically addressed the benchmarks and standards required for the TESOL/NCATE report.

Initial Contact with NCATE

In the Fall of 2001, this researcher was the teacher of record of two courses, Second Language Acquisition, and Methodology and Curriculum in Teaching Modern Languages, in the licensure candidate programs for both Spanish and Teaching English as a Second Language. These were both new programs, combined students from both majors in one course, and had not yet undergone an NCATE review, although other licensure areas, including English, were preparing for their initial review. As a participant in the NCATE review process that semester, this researcher was introduced to the process as an observer, with the understanding that the language programs would be included in

the next round of reviews to take place 2006-2008. Although she had attended meetings in preparation for the NCATE visit, she had had little to do with the preparation of the required documents and understood little of the realities behind their preparation. She was, however, impressed with the efforts of colleagues in the School of Education, particularly with the technological expertise of the school leadership. The documents and CDs she received in the participant packet were duly filed away for future reference and she returned her attention, in particular, to the methods course of that semester. At that point, she probably could not have correctly identified the terms which formed the acronym NCATE.

Initial Contact with Action Research

The Methods and Curriculum class was becoming a challenge to this teacher, in that the course enrolled not only Spanish (hereafter referred to as SPAN) and Teaching English as a Second or Foreign Language (hereafter referred to as TES/FL) licensure majors, but also non-licensure TES/FL majors. Although not the normal practice, the B.A. TES/FL program of the researched institution has a dual emphasis in K-12 education in the states and territories, and in volunteer or community-service ministries outside the United States. The faculty in the TES/FL major determined, rightly so, one might say, that a TES/FL graduate could not claim to be trained in TESL, even for non-professional outreaches, without enrolling in methods courses. The number of majors at that time did not warrant “separate but equal” classes for SPAN, TESL, or TESL non-licensure. Some of the recent non-licensure graduates had already returned to pursue licensure because they could not find employment without it, had decided not to go

abroad, or, in the cases of several young ladies, had married and needed to do some career changing. Having already taken the required departmental licensure courses with the attached prerequisites, they could proceed more quickly straight to licensure.

In theory, the above described course worked. In practice, it did not. The non-licensure students were lacking in many aspects of educational competence, especially in the ability to produce a good lesson plan, to write good objectives or outcomes, or to understand the integration of curriculum and standards. Because these students were coming into the courses underprepared, they had a steeper learning curve than did the licensure majors. This tended to result in very critical comments on course evaluations. The professor was even more frustrated than the students.

In order to “see their way more clearly” two of the TES/FL/SPAN/LING faculty located the NCATE/TESOL/ACTFL/NCTE standards, created color-coded course, standard, objective, and critical comment cards, and started realigning objectives under several courses. The revealing aspect of this little activity to this researcher today is that the weaknesses which emerged then (2002) as evidenced by student comments culled from the major senior exit exam and faculty perceptions were the very same weaknesses that TESOL, ACTFL, and NCTE noted in the 2007 NCATE review. We knew what the standards were, but we didn’t know how to use them to improve instruction. This researcher had yet to meet a rubric.

This examination led to discussion about the structure of the major and of individual courses, to the reorganization of some courses in order to address perceived weaknesses,

and to suggested changes in the curriculum and the structure of the major. Without knowing it, these faculty members were already preparing for a future NCATE/SPA review.

Around this same time period, early spring semester 2002, this researcher received an advertisement requesting participation in a grant-funded program at the National Foreign Language Resource Center (NFLRC) at Iowa State University (ISU), in Ames, Iowa, for training in Action Research. This training was to be led by Dr. Richard Donato, Dr. Douglas Hartman, and Dr. Marcia Rosenbusch, all well-known writers and specialists in foreign language education and research. Their combined fields of expertise covered elementary through university level language teaching experience, extensive work outside the U.S., and numerous published articles. Dr. Rosenbusch was then, and remains today, the director of that ISU NFLRC. If selected as a participant in the training, the applicant was to submit a research question from an educational problem he or she wanted to solve. The participants would learn about Action Research, develop rubrics, prepare to do their own research over the following year, reconvene in 2003 to discuss their work, receive input from the facilitators and colleague participants, and prepare to write the final version of their project. In actuality, this sequence was continued into 2004, with a final session in Washington, D.C. At that session, participants were told that they had actually been part of an action research project themselves, conceived by the facilitators: action research being done on a group of action researchers. The entire project, including all research projects, was to have been published as a professional

monograph. Apparently, the discussions with the publisher did not result in a publication.

This researcher was selected as a participant, with all travel, lodging, meals, materials, tuition, and fees covered by the grant over the two year time span. An additional benefit to this researcher was the fact that she is an alumna of ISU.

Given this researcher's frustration with the methods course she was teaching, and her hope to solve the problem by the next scheduled offering of the course, she chose as her research question: *Do gaps in the content knowledge of non-Licensure TESL majors affect the perception of these majors about courses in L2 acquisition and methods and materials?* The projected paper title was "And Then Came NCATE: An apologetic for program assessment based on standards". Discussion from the participants and facilitators changed the wording to "And Then Came NCATE: An apologetic for program assessment based on student self-reporting". The impetus for the original title came out of a bias on the part of this researcher against external impositions of standards. However, the evidence she was already seeing showed a positive effect on learning, as the standards appeared to provide a necessary structure to the content. A standards-based approach to practice was already taking shape in the perspective of this viewer.

Preparation for an Initial NCATE/TESOL Review

A brief timeline will suffice here to show the steps in preparation for the 2007 NCATE accreditation review. Copies of some documents may be examined in Appendices A-H.

Timeline:

- 2001: Original NCATE accreditation visit. English was involved, but not TESL or SPAN
- May 2005: Request to begin benchmark data collection for the 2007 submission and the 2008 NCATE/VDOE visit.
- May 2007: CARLA Conference in Minneapolis
- September 2007: TESOL, SPAN, ENGL report due to NCATE
- November 2007: NCATE/SPA responses received
- March 2008: Combined NCATE/VDOE on-site visit
- April 2008: Revisions of SPAN, ENGL due to NCATE/SPAs

At this time, NCATE was also reviewing its own processes and procedures (Gollnick, 2001). The organization had received numerous complaints about the process from institutions undergoing review. Many of these complaints were documented and published. Several of these were discussed in the literature review chapter of this dissertation. NCATE decided to change its reporting process to an online format, and the researched institution was one of the first schools to help pilot that change. This meant, unfortunately, that many of the instructions and procedures to be used for the upcoming

institutional review, which had been given to those faculty selected to write the various content area reports, changed as of January 1, 2001 (Gollnick, 2001). Understanding the reporting changes and dealing with the new technological requirements was confusing to most of the faculty involved. Additional changes were made by NCATE even late in the reporting process, which frustrated those charged with collecting and analyzing data. Two of those changes involved the number of years of data needed for an initial review. This was changed from three years to one year, a welcome change for this reviewer. Another change involved the required categories. At the CARLA conference, this reviewer noticed that the NCATE form distributed to session participants differed from the one she had been given by the institutional unit supervisor for reporting. She asked for clarification from an NCATE/TESOL representative who was one of the session facilitators and was told: "That does look different doesn't it? I don't remember that standard being on there before." One of the required categories had been changed (This also happened on the social studies form.), but the fact of the change was not reported to the unit supervisor until late in the reporting process.

The report writers were, in most cases, the professors of the methods courses who were teaching full-time, supervising licensure candidates in the field at the same time, and trying to figure out the system and write under the pressure of differing academic and accreditation deadlines. The three program reports presented by the Department of English and Modern Languages were written by three different faculty members, although two of the content areas are serviced by the same methods course. The English report (spa NCTE) was written by the methods professor for English licensure; the

Teaching English as a Second Language report (spa TESOL) was written by the methods professor for TESL licensure, and the Spanish report was written by a lead Spanish faculty member, who did not teach a methods course.

The Three Intradepartmental Reports

As noted in the literature review of case study literature and in the explanations of action research as a branch of qualitative research, case study research often involves the study of a series of cases within cases (Patton, 2002). Smith (1979) noted the importance of triangulation of AR data through a minimum of three different sources. As this researcher reflected on the completed process of the researching, reporting, reviewing, and revising that made up her contributions to the three reports, she noted that each of the “cases” she dealt with (TESOL, SPAN, and ENGL) was in itself made up of a series of processes. It seems fitting, therefore, to structure the remaining descriptions of the intradepartmental reports as processes, which flow into the overall NCATE review process. Each of these individual report processes can be sub-divided into several mini-processes. This researcher, upon reflection of the broad task of producing these reports, decided that the following mini-processes had been conducted for each report. Without having referred to the action research materials before developing her schemata, she had nonetheless followed the patterns shown in the Lewin graphic.

The TESOL reporting process

This researcher approached the writing of the TESL program report first through the collection of massive amounts of material related the TESOL standards, the model institutions, examples of benchmark assignments and rubrics from those institutions and

from various online sources. She developed reams of documentation, but none of it seemed to help in understanding how to showcase the TESL program in a positive light. Although not mentioned in the originally distributed NCATE materials, the researcher finally stumbled upon the TESOL Standards manual for the preparation of licensure candidates (TESOL, 2004), very late in the process during an Internet search. This document was a treasure house of information, explanations, examples, rubrics, and standards connections. Had she known that such a document existed, she would have approached the data collection phase in a much different manner.

The second phase of the report preparation, for this writer, was that of collecting the pertinent data for the required benchmark assignments. [This particular stage of the review process was the same for all three of the reviews which made up this case study, so the reporting of this second stage reflects that plurality.] The original NCATE report form was divided into six required reporting categories, with two additional optional categories. The required benchmarks were 1) licensure assessment, 2) content knowledge assessment, 3) instructional planning assessment, 4) student teaching assessment, 5) effect on student learning assessment, 6) SPA standards assessment. In the course of the collection and reporting process, the report writers were informed that at least one of the optional categories had become required, and that it would be prudent to do both of them. The report writers were to provide the name of the assessment used to evaluate each of the categories, a description of the type of assessment (standardized test, departmental or course evaluations or tests, portfolio, lesson plans, unit plans, etc.), the instructions given to students for completing the assignment, the rubric used to assess each benchmark, and

the time frame for the assessment (i.e. yearly, in specific courses, during student teaching). It was at this point that the rubric light dawned for this researcher.

The report writers were provided with common assessments, descriptions, and rubrics for four of the required categories, based on the fact that the form required these same competencies of all licensure candidates. The SPA requirement categories would differ. The report writers could choose to use the provided information, or substitute another assessment, if they felt there was a better benchmark assessment. This researcher is grateful for these documents, which were provided in a standardized, common form, by the Dean of the School of Education. Without these exemplars, this reporter would never have understood the connections and integrations needed in the report, or how her own courses needed to integrate and mesh with courses in other disciplines.

It was in the study of these documents provided out of education content courses and the comparison of these common benchmarks with the TESOL standards, that this researcher finally began to understand the integration which was being requested, and the necessity of collecting such data during each course offering. Although this professor/researcher had not been doing this type of collection, she is notorious for not returning materials (only reporting the grades), so she did have several years of “evidences” in storage. Even though these NCATE reports have now been submitted, she continues the process of revisiting these evidences, looking for patterns for improvement, recording data and returning, at this late date, materials to students for whom she has addresses.

The importance of the rubrics also became clear. This researcher's notes show that in the process of reporting information for the NCATE/ACTFL review, she was also redesigning her content courses, not only the pedagogy courses, but also the language courses she teaches. Here, she drew heavily on another grant-funded course through the NFLRC, one on backward design theory. As she worked through the available data for the TESOL report, she recognized the need for clearer and more consciously integrated course outcomes, benchmark assignments, instructions for the assignments, rubrics for assessing the benchmarks, and the technology involved in doing online evaluations. In so doing, she understood the frustration on the part of non-licensure content faculty, when they were requested to change course outcomes, add benchmark assignments, provide rubrics, and to include SPA standards in their syllabi. This all takes an enormous amount of time, and faculty members are generally not provided with unencumbered professional development time in order to work individually, or to collaborate with colleagues, on the production of such materials.

Two teaching-load options given to the NCATE/SPA report writers were 1) a three-hour course load reduction for the writing of the report and 2) a promise to provide SPA training for the writers; in general, this meant that conference attendance funds were provided. This researcher requested attendance at two conferences where there would be NCATE training, one for TESOL and one for ACTFL, as her methods course combined both TESL and SPAN majors. Standards for both specialty associations must be addressed in the one course. She was denied the ACTFL conference. The CARLA conference was held in May, 2007 in Minneapolis, MN. and had several NCATE/TESOL

sessions scheduled, so this report writer registered to attend. The conference organizers contacted her, requesting that she chair two sessions on the NCATE review process, which she did. It was at this conference that she discovered the change in the NCATE required categories.

The final process of the TESOL report was the actual redaction of the report. This involved a totally new technological method for this writer, that of 1) completing separated text boxes in an NCATE template, and 2) of having the allowed descriptions and narrations restricted by a specified character stroke number. This count did not include attachments, so this writer shifted much of the description to the uploaded attachments.

The writer found the inability to view the entire document being reported as it was being redacted to be very frustrating. It was, also, quite difficult to do any necessary editing, because all of the formatting used in the original WORD document preparation disappeared in the provided template boxes. Since many of the sections in the template pertained not only specifically to the content area being reported upon, but also to the education program in general, space in almost every box had been filled in with information generic to all of the reporting licensure programs, leaving very limited character space for the actual content area reporting. This writer understood the practicality of that, but it seemed to severely limit some of what had been projected to report. Of the original seventeen pages of documentation prepared for submission, only about two and a half pages of narration were actually uploaded into the text boxes. This report writer had opted for a more narrative approach to the program analysis over a

statistical approach, which required more character space. This approach resulted in the attachments carry the weight of data. This report writer was convinced that, due to the space restrictions, the true nature of the researched institution's TESL licensure was not being adequately reported. In the case of the TESOL/NCATE review, this perception was incorrect, as the program received full national recognition on its first submission.

As previously noted in this study, during the actual uploading of the finished report, items requested by NCATE/TESOL were changed. The unit supervisor for the entire report of all institutional licensure areas noted that a particular type of assessment data had been submitted by other institutions, and asked this writer if she should not submit a similar one. This was not an item specified in any of the NCATE/TESOL information which the institution had received, nor had this researcher seen it in any of the example institutional reports which she had investigated during the course of the data collection. Had she had to do the data collection and analysis at that time in the process, it would have been impossible to do so, as it involved information which needed to be collected from the non-licensure content faculty members, and the report was being uploaded on a Saturday and a Sunday. However, in the course of providence, the writer had seen the requested document at the CARLA conference (mentioned earlier) and had completed the form with the needed data "just in case" she needed it for a departmental or informational report. She was able to include that data in the final report as an attachment.

The response of NCATE to the licensure programs could take the form of four possible outcomes: nationally recognized, nationally recognized with conditions, further development required (or nationally recognized with probation), or not nationally

recognized. Within the report response, each of the eight categories could receive: met, met with conditions, or not met. The researched institution received its responses in January, 2008. The TESOL licensure program received full “national recognition”, with all standards “met”. This researcher and report writer is grateful for all the help her colleagues and the Dean of the School of Education provided to her during the review process. It was a group effort.

One down-side of the positive response was that the TESOL responders included few comments. There were four sentences of commendation and no suggestions for future direction. Since the submission of this report, this researcher has compared the TESOL response to those of SPAN and ENGL, has noted the comments given in those reports, and has acknowledged that the TESOL area could benefit from similar development. The program changes which resulted from the TESOL/NCATE review process are detailed in Chapter Five.

The ACTFL Reporting Process

The ACTFL program review followed a similar path to completion as did the TESOL reporting. The earliest stages of document and evidence compilation, of identifying benchmarks and rubrics, and of analyzing data were very similar. The original ACTFL report writer attended the ACTFL conference in Nashville, TN in November of 2007, where the ACTFL/NCATE review process was highlighted. That writer also consulted frequently by phone with a prominent national figure in world language teacher education. Since this scholar is one of the authors of the methodology text used in the required SPAN and TESL major at the researched institution, and since the ACTFL

report writer was not involved with the SPAN methods course, it was felt that this scholar's insights into the review process would be beneficial. The ACTFL report was considerably less narrative in nature and more focused on technical, quantitative data analysis than did the TESOL report. The ACTFL/NCATE response to this report was "further development required".

At this point in the review process, the methods professor and the writer of the TESOL report was asked to develop the ACTFL rejoinder. It was with this development that this researcher requested and was granted permission to make the NCATE intradepartmental review process the basis for this case study.

The ACTFL rejoinder phase of the review process involved new analyses of the Spanish major, including the course outcomes, benchmark assignments and rubrics, the language proficiency assessment of the licensure candidates, and in particular, the use of the OPI.

A thorough review of the initial report and of the ACTFL/NCATE responses to it was undertaken. The ACTFL/NCATE responses fell clearly into two categories. The first category was that of editorial changes. The alignment of the ACTFL standards to the various submitted documents was frequently mentioned, so the documents used in student teaching, the benchmark rubrics, and the area institutional documents were all scoured in order to identify where these alignments needed to be made, and the documents were revised.

The second area of ACTFL concern involved evidences of assessment and of licensure candidate effect on student learning. Again, a review of the available data and the documents used for data collection indicated that the required evidences were present, but

that the particular benchmarks and rubrics submitted needed to be either revised or entirely changed. Some benchmarks were replaced, two were reversed in their reporting/benchmark order, and several of the accompanying rubrics were revised. ACTFL comments noted that ESL influences occurred in the SPAN reporting. This was perhaps to be expected (on the part of the institutional writers), as the language acquisition and methods courses combine candidates from both majors and similar benchmark assignments are submitted. Licensure candidates in these two content areas at the researched institution tend to either double major or double licensure. The Commonwealth of Virginia, in fact, recommends this doubling up, due to the fact that the VDOE does not recognize TESL as a “content area” for highly qualified teachers. Given the required dual emphasis SPAN/TESL desired for actual licensure in Virginia, it is somewhat difficult to consider one course to actually be two courses, but the review documents were revised to reflect a separate methods course for SPAN licensure candidates.

This reporter acknowledged in the rejoinder that many (though not all) of the ACTFL criticisms of the program were valid and showed via committee minutes and decisions that they had been or were being addressed. These on-going adjustments were so noted and commented on in the ACTFL responses to the rejoinder.

Again, this report writer chose to use a more narrative style for the NCATE text-box submissions and to let the attachments carry the weight of data. The rejoinder was submitted on April 15, 2008. This reporter/writer felt the rejoinder better portrayed the strengths of the Spanish licensure program, than did the initial submission, and felt that her connection to the ACTFL content through her own language teaching and through her

management of the language acquisition and pedagogy courses gave a stronger connection to the information being requested by the ACTFL/NCATE reviewers.

The ACTFL/NCATE response to this rejoinder was received in August, 2008 and was raised from “further development required “to nationally recognized with conditions”. The ACTFL/NCATE responses to the rejoinder requested more refinement in the standards alignments and for new data to be collected over the course of the 2008-2009 academic year. The major area of concern as expressed in these new responses was that of the need for a major assessment project in the new Spanish capstone course and for new rubrics. The program changes which resulted from the ACTFL/NCATE review process are detailed in Chapter Five.

The NCTE Reporting Process

The NCTE/NCATE reporting process followed a similar path to that of the TESOL and ACTFL reviews in the initial stages. The NCTE review was different from the other two reviews in several areas. First of all, English Language Arts licensure in the Commonwealth of Virginia is exclusively a secondary (6-12) program; whereas TESL and SPAN are both K-12. The focus in the methods course and in the benchmark assignments tends to be more English content exclusive (especially in terms of grammar, reading, literature, and writing presentation) than do those of TESL and SPAN. [Again, the *foci* of the world language areas are beginning to merge with the previously considered “stand alone” English concept. Thus, the SPAs are coming together to want an “all language” approach, to include the strong points of each: grammar, literacy, acquisition, culture, pedagogy, student performance, and candidate proficiency.]

Secondly, the researched institution's English licensure program had already successfully completed an initial NCATE review in 2001 and had had full national NCATE recognition since that time. However, as happens with most accreditation processes (NCATE, SACS, VDOE), the pedagogy landscape had changed since 2001, primarily due to NCLB and to innovations in technology. The immigrant, social justice, diversity, non-native speakers of English, literacy, and multi-media realities addressed in the 2006-2009 versions of the SPA standards were not issues at the time of the 2001 NCATE reviews. Therefore, the benchmarks required of ELA programs had changed substantially.

The report writer for the NCTE/NCATE review was the ELA methods professor. He had had extensive experience with NCTE/NCATE in document review. The actual submission process (text-box completion) was also cumbersome. The attachments to the program review contained the most important data analyses and explanations; yet, the NCTE responses, including contact with the NCTE consultant, to the submitted report give clear indication of misunderstandings, and technical difficulties in viewing the attachments on the part of the NCTE responders. The NCTE/NCATE response to the initial researched institution's English licensure submission was "recognized with probation". The outstanding issues for NCTE in this reaffirmation-of-accreditation cycle, centered on language acquisition, cross-cultural evidences (diversity), cross-disciplinary integration and collaboration, and the candidates' effects on students learning (assessment). It is easy to see from the items mentioned above that the NCTE priorities are reaching toward the TESOL and ACTFL priorities, and also to see how this merger results in such partnerships and professional development such as WIDA and SIOP.

After the receipt of the response, the report writer for ENGL requested an informal partnership with the researcher/writer of the TESOL/ACTFL reports, as some of the ENGL candidates were double majors and/or double licensure, either TESL or SPAN. This was a good collaboration for both report writers, as both were preparing the second and final rejoinders for SPA accreditation. Working together on benchmarks, rubrics, document presentation, and shared student teachers allowed critical insights into the standards of both fields.

The ENGL report writer also consulted frequently with the NCTE consultant in order to verify that the documents to be submitted conformed exactly to NCTE wishes. Some of the initially submitted rejoinder documents, which were criticized in the responses, were deemed to be “very good” by the NCTE consultant for the second rejoinder.

Again, the report writer had great difficulty in submitting the rejoinder documents using the NCTE software to the NCTE consultant for comments, and the NCTE consultant had great difficulty in opening and viewing those documents on her computer. Such difficulties add to the perception that some, if not many, of the attachments for both ENGL and SPAN, which contained important data analyses, had not been considered in one or both of the previous submissions.

Chapter 5

Summary

The problem statement, which formed the basis for this case study, was “Does the SPA/NCATE accreditation process, as experienced by LU content faculty in three Licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change?” As the larger case study consisted of three smaller case studies which examined the three intra-departmental NCATE reviews, the answer to this question must be seen through the answers to several individual questions:

1. Did curricular change occur as a result of the individual SPA reviews?
2. Have curricular changes resulted in improved student learning?
3. How are SPA/NCATE responses to be interpreted by program providers?

The answer to the problem statement would appear to be a “Yes, but . . .” The qualification in the answer stems from the review process itself, so one must look at each of the three programs reviewed, the status of each program at the end of the rejoinder phase of the NCATE review, and the NCLB definition of a highly qualified teacher.

Discussion

Teaching English as a Second Language/ TESOL

The first program considered in this study was the TESL program, which was reviewed by the specialty association, TESOL. This was the initial attempt of the researched institution’s TESL Licensure program to obtain accreditation through NCATE. Even as the data collection and reporting of the program was being conducted

by this researcher, changes were being made to the structure of the program, based on student input, Licensure candidate comments, Senior evaluations, cooperating teacher comments (TCAs), content-faculty course evaluations generated by a simultaneous SACS requirement to examine stated course outcome statements (Heady, 2008), a simultaneous VDOE review, an ongoing discussion of the expression of this program as part of the department's worldview, and the place of language acquisition and linguistics as a contributing feature to that worldview. Specific curricular changes which occurred during the eighteen months of the NCATE review process were:

1. the revision of required courses and program components,
2. the revision of the concentration outcome statements,
3. the addition of higher level linguistic, methods, and cross-cultural courses ,
4. the renaming of course prefixes to reflect specific content, i.e. TESL and LING,
5. catalog copy revisions, and
6. the strengthening of the overall program concentration with the addition of a new minor in linguistics.

The submitted program review received the status of “full national recognition” by NCATE (January 22, 2009), and is listed on the NCATE web site as such (NCATE, 2008). Additionally, the submitted TESL document was selected by NCATE to be posted on the NCATE website as one of the example reports to which other institutions may refer as they prepare their own reports (Parker, 2008). Surely, such recognition by

NCATE would qualify as an endorsement of a program which produces “highly qualified teachers”. Several states require that applicants for licensure in their states have graduated from an NCATE nationally recognized program. New Jersey is one of those states. Recent applicants from the researched institution’s TESL program were informed by the New Jersey Department of Education that they needed to show proof of this recognition in order to be considered for licensure there. However, the researched institution’s personnel were only notified on May 5, 2008, that the Virginia Department of Education does not recognize the institution’s TESOL program completers as “highly qualified” because they do not have an SOL content area (Parker, 2008).

One of the most important conditions of No Child Left Behind is the requirement that all teachers of core academic subjects must be “highly qualified”. The original deadline for the enactment of this requirement was the end of the school year of 2005-2006 (Paige, 2003). This deadline has been extended to 2012. The complete Congressional definition of a “highly qualified teacher”, as it relates to NCLB, is given in the Literature Review chapter of this study, under Highly Qualified Teachers. A short summary of that detailed definition is that candidates must be “fully certified and hold the equivalent of a major in the field being taught” and that “the core academic areas are defined as English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. (Page 55 of the Secretary’s Second Annual Report on Teacher Quality” (Paige, 2003). This is a Title I requirement.

Additionally, this same report stipulates that NCLB requires all Title I schools notify parents if their child has been assigned to a teacher who is not highly qualified or if their child has been taught for four or more consecutive weeks by such a teacher (Paige, 2003).

Thus, the researched institution's TESOL program completers, fully nationally recognized by TESOL/NCATE, must be reported to parents as unqualified.

An inconsistency identified by this reviewer in the Virginia Department of Education's interpretation of the NCLB "highly qualified" definition is that page 62 of the same NCLB report, in dealing with the Title II requirement of accountability documents, notes that the Title I, Title II, and NCLB definitions need to be aligned, and that the language of the definition as regards content areas needs to read "the core content areas as defined by the No Child Left Behind ACT plus special education, bilingual education/ESL, and career/technical education." (Paige, 2003) In light of this apparent contradiction within NCLB itself, and the selective interpretation of the "core content areas" definition by certain state departments of education, this researcher-reporter would like to ask TESOL/NCATE what the value of "full national recognition" is for TESOL program completers and why the time and energy required to produce an NCATE area review and report is worth the effort to do so, if the licensure candidates are still considered to be unqualified. Other states, such as Pennsylvania, which also accept the shorter definition, simply consider the research institution's TESL candidates, all of whom have B.A.s and PRAXIS II scores well over the required scores in other states, to be merely para-professionals.

As a result of its NCATE designation of "fully nationally recognized", the researched institution's TESL program does not submit a revised report during this review term. It will participate in the next full NCATE accreditation review on the published cycle. However, in the few months following the return of the NCATE decision, local and state decisions have been made in regards to the implementation of TESL standards and

practices in K-12 schools. These involve practices and partnerships such as WIDA (World-Class Instructional Design and Assessment), SIOP (Sheltered Instruction Operation Protocol), and VGLAs (Virginia Grade Level Alternative assessments). The TESOL methods and content faculty have been sensitized to the importance of viewing these changes through the lenses of standards and content-based instruction and are taking active steps to ensure that these new approaches are incorporated into the program offerings.

The three individual, subordinate questions,

1. Did curricular change occur as a result of the individual SPA reviews?
2. Have curricular changes resulted in improved student learning? and
3. How are SPA/NCATE responses to be interpreted by program providers?

were answered as:

1. "Yes", substantive changes were made to enhance the entire program;
2. "Yes", the quality of student learning is validated by the TESOL/NCATE national recognition designation, and
3. The TESOL/NCATE comments were sparse and brief. There were few comments which the program managers will be able to use in setting TESOL directions until the next review period. This report writer would have welcomed suggestions for further development, even though the current iteration of the program meets the TESOL Standards. The only substantive

TESOL/NCATE comment was that the TESL area should consider hiring more faculty who hold K-12 licensure.

Spanish/ACTFL

The Spanish licensure program also underwent an initial program review. Changes made to this program during the course of the review period were, in fact, quite dramatic. The licensure terminology, benchmark requirements, and outcomes, especially the Oral Proficiency Interview (OPI) process, were new to most of the Spanish content faculty. This is a program which has shown strong growth in the past several years, due for the most part, to the program's required external component in Guatemala. The program has grown from two content faculty members to four full-time faculty members, plus one adjunct member, in the past four years. Three of the full-time faculty members have held licensure at one time, one of them holding a life-time license from Canada. However, the ACTFL and VDOE requirements, and particularly the implications of these requirements for program curriculum, had not been well understood by the content area faculty before the start of the NCATE review process.

The Spanish program director has devoted much time and energy to creating a program which meets the language needs of the candidates, as well as in integrating the program into the outreach worldview of the university. Guatemala program participants, whether licensure candidates or students with a strong personal interest in Spanish, return with excellent language skills, as evidenced by the PRAXIS II and OPI scores of the licensure candidates. (PRAXIS II, 2008) All of the initial program completers have attained or surpassed the level of "Advanced Low" from their OPI rater (OPI, 2008);

even though the content area faculty were not aware at the beginning of the review process that this level was required by ACTFL/VDOE for Virginia licensure. In other words, student achievement in this area was not a result of intentional practice or direction toward the OPI. Candidates had not practiced the interview process through the use of SOPIs (Simulated Oral Proficiency Interviews) or MOPIs (Modified Oral Proficiency Interviews). Before the 2007-2008 academic year, no licensure candidate had done the OPI; yet all graduates from the major were exhibiting exceptional proficiency skills.

During the process of writing the first SPAN submission, the original reporter writer was not one of the licensed content faculty members, but that writer spent many hours on the telephone discussing the SPAN program with one of the country's leaders in teacher education. These discussions lead to many changes in the structure of the Spanish major for all students, not just for the licensure candidates. Most of the proposed changes have been approved by the modern language subgroup, the department, and the university Senate, and are in various stages of implementation. These improvements to the researched institution's Spanish program are summarized here. The official minutes and working documents provided much of the data for the program rejoinder. Changes to the SPAN program include substantive programmatic changes and editorial changes such as:

1. the replacement of two lower level linguistics courses by two upper level translation courses,
2. the continuation of one linguistics course at the lower level for licensure candidates only,

3. course replacements in culture and civilization, and in literature,
4. the addition of a capstone course,
5. course name and/or prefix changes and alignments,
6. catalog copy revisions,
7. major revisions of course outcome statements,
8. course sequencing, and
9. a new Degree Completion Plan

Although the original program submission did not result in full national recognition of the SPAN licensure program by NCATE, but rather in a decision of “nationally recognized with probation” (January 15, 2008), the changes made to the program during the review process appear to correspond to the kinds of programmatic assessment that NCATE and ACTFL are interested in seeing.

In rewriting and resubmitting a second report, this researcher was able to respond directly to the ACTFL criticisms and suggestions with evidence of the specific programmatic changes. Although the ACTFL concerns were particularly serious in the areas of assessment and in the need to document evidences of student learning, many of the criticisms were of an editorial nature. This researcher–writer was able to rewrite the SPAN report from the perspective of a better understanding of licensure, benchmarks, and rubrics, and to incorporate the programmatic and editorial changes as having already

been accomplished. The SPAN program faculty members understand that new data must now be collected and analyzed.

The second round ACTFL/NCATE response agreed that substantial progress had been made and that the program would be raised to the level of “recognition with conditions” (August 2, 2008), especially since the graduated program completers exceeded several of the required indicators such as PRAXIS II, OPI, and field experience hours.

For the purpose of this study, the answer to the problem statement: Does the SPA/NCATE accreditation process, as experienced by LU content faculty in three Licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change? for SPAN Licensure Candidates is also positive. It is expected that the final submission to ACTFL/NCATE (September 15, 2009) will fully satisfy the many editorial and technical items addressed by ACTFL, and that the one remaining substantive area, Standard 2, will be remediated. However, if one looks at the three individual questions,

1. Did curricular change occur as a result of the individual SPA reviews?
2. Have curricular changes resulted in improved student learning? and
3. How are SPA/NCATE responses to be interpreted by program providers?

It is obvious that

1. “Yes”, substantive curricular changes did occur as a result of the process,
2. New data will have to provide this evidence, but preliminary evidence, as cited by ACTFL, points to an eventual, successful outcome , and

3. The rejoinder submission showed a studied understanding of the NCATE/ACTFL responses and dealt substantively with the ACTFL concerns. The overall answer to the problem statement should be that the process itself is demonstrative of the necessary efforts to produce highly qualified teachers. The ACTFL reviewer comments from both report responses were extensive and gave definitive directions for reworking the needed benchmarks and revised documents. In particular, the second report comments contained specifics for the final submission, which if followed, should result in a “full national recognition”. The content area faculty should benefit greatly from the ACTFL comments, as they continue to enhance their offerings and procedures.

English/NCTE

Although the Chair of the Department of English and Modern Languages (2007-2008) was not directly involved in the NCATE review of either SPAN or TESL, he has held licensure, has been involved directly in teacher education at other institutions, and he sat in on most of the NCATE preparation sessions. The Dean of the School of Communications serves as the methods and curriculum professor, as the university supervisor for licensure candidates for the English licensure program, and as a national reviewer for other English licensure programs seeking accreditation from TESOL/NCATE. As a license-holding content area faculty member for English, his roles of Dean and of teacher-educator were a critical part of the review process. He has been able to convey the NCATE/NCTE concerns to the entire departmental faculty, and to

work with modern language subgroup on areas of mutual interest, or areas where a cross-departmental approach seems to be indicated, as seen in the NCATE/SPA responses.

This researcher was directly involved neither in the writing of the initial NCTE/NCATE report (January 8, 2008), nor of the second rejoinder report, but served only in an advisory capacity for a comparison of the three reports. Both the original and the second submissions to NCTE/NCATE received designations of “nationally recognized with probation”. This researcher felt, at first, reluctant to discuss any aspects of the NCTE review, other than informational summaries, or requests disseminated to the Department of English and Modern Languages as a whole. The changes to the major during the NCATE review process originally included:

1. the requirement to include specific outcome statements in all course syllabi,
2. the requirement to identify certain benchmark assignments, along with a rubric for each assessment, and
3. the expressed need to collaborate along cross-disciplinary lines.

The English report was resubmitted (April 15, 2008), taking into account the many suggestions and concerns of NCTE. It was hoped that the second response from NCATE would allow a “recognized with conditions” status. As noted previously in this section, the second response was not favorable and did not show any change in designation, which put the program under duress to highlight the accomplishments of its licensure candidates. This researcher subsequently was asked to act as a sounding board and “interested” participant in the composition of the third, and final, submission. In this

assignment, she saw herself as more of a partner than as an expert, as she has not been heavily involved with the English licensure program in the past, although the dual major ENGL/TESL licensure candidates often enroll in her methods course. [Double licensure candidates are required to take a methods course in only one of their licensure fields, as the second licensure is considered to be an “add-on” in Virginia.] Providence was in effect here, as many of the NCTE reviewer comments pointed to the need for more interdisciplinary cooperation, and the recent changes in the ESL landscape, as noted above, required collaboration among the TESL, English, and Spanish professionals. As a result, this researcher noted the additional ENGL program changes of:

4. the addition of NCTE standards to course syllabi,
5. the request for benchmark assignments and associated rubrics from content courses outside of the methods and materials areas, and
6. a request that English program faculty members begin to consider ways in which cross-disciplinary collaboration and integration can begin to take place.

During the second revision of the program report, this researcher noted a better understanding of the NCTE priorities, despite the inconsistencies in the process management, which have led to more clarity and focus on assessment in the revised documents and the overall program.

For the NCTE/NCATE review, the answer to the problem statement: Does the SPA/NCATE accreditation process, as experienced by LU content faculty in three Licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through

curricular change? was less straight forward. The English concentration did not initiate a program review along with its NCATE study, as did the TESL and SPAN programs. The overall answer here would have to be “no”. This is not to say that the English Licensure Candidates will not be found to be highly qualified after the final response is received, but that the evidences of their accomplishments were not apparent in the original submissions. This researcher is convinced, based on the processes and understandings of the TESOL and ACTFL reviews, that the NCTE final review outcome will be a positive one. The English Licensure program at the researched institution has a much longer history than those of TESL and SPAN. In fact, this 2008-2009 NCATE review was the second time through the process, and the program currently retains full national recognition based on its review in 2003. This recognition will not change if the third submission meets with NCTE approval.

As for the three individual questions,

1. Did curricular change occur as a result of the individual SPA reviews?
2. Have curricular changes resulted in improved student learning? and
3. How are SPA/NCATE responses to be interpreted by program providers?

The answers for English were

1. “No”, curricular change, or at least substantive, directional change, did not occur during the NCATE review process. [All three licensure areas are currently under a SACS mandate to embark on a year-long program review, so the English program may be the one to show the most significant changes/ updates, since TESL and

SPAN will probably highlight what they have already done as a result of the NCATE review process.]

2. “No” or “not yet”. Student achievement is high for all the NCTE standards, but the achievement has not yet been presented in an effective manner, and
3. The recognition decisions from the first two report submissions were discouraging and frustrating to the program faculty, both the methods and materials faculty and the core content faculty. Much of the frustration experienced by these veteran educators stems from 1) the fact that their program was previously fully recognized and, from all normal indications, has improved in both number and quality since then, 2) that the report writer is actually a report reviewer for other schools, yet has not been able to satisfy what seem to be arbitrary, individual decisions, and 3) that the review process to ascertain whether or not the English licensure candidates meet the NCTE standards seems to be non-standardized in its own implementation, as evidenced by the wide variation in quality of the “example” programs posted on the NCTE site, to which applicant programs are directed when they want to see how the process should be carried out.

On the positive side, the second set of reviewer responses was very specific and helpful as to the changes which still needed to be made and to the resources available to the report writer. One strong suggestion (more a requirement) was that the report writer contact the NCTE consultant. This person was available and helpful in providing additional documents, examples, and explanations, which the report writer could use in

reformulating rubrics and benchmark assessments. Continued contact with this consultant should result in a positive outcome for the program this time through the process.

Integration

This researcher would note that the content faculty members of both SPAN and TESL collaborate as a departmental subgroup for the purposes of curriculum development and that this researcher fills the position of professor of second language acquisition, methods and curriculum, and university supervisor for the licensure candidates in SPAN and TESL. This subgroup also oversees French, the language taught by this researcher, but French is not yet a licensure program. This researcher was responsible for the development of the researched institution's English Language Institute, and until January 2008, the direction of the Institute remained with this subgroup. The researched institution's English Language Institute currently services a private, accredited K-12 academy, which enrolls international ESL students, undergraduate and graduate students, and community adults, who are in need of ESL.

It should also be noted that, aside from the professor of second language acquisition and methods and curriculum, none of the content faculty members in the TESL content area hold licensure. Two of the content faculty in SPAN either hold, or have held, licensure. A third faculty member taught provisionally on the secondary level.

Of particular interest, and concern to this researcher was the fact that one of the submitted benchmarks, that of the Unit Plan and the Unit Plan rubric, was highly praised in the TESL report response by TESOL and highly criticized in the SPAN report response by ACTFL. Since licensure candidates for SPAN and TESL are grouped

together in the methods and curriculum course, this benchmark was exactly the same for both groups of students. Since this researcher is the professor of record for this course, it will apparently require some adjustment in content or in procedure in order to satisfy both specialty associations.

In the course of the NCATE/ACTFL and the NCATE/TESL program reviews, this researcher provided all participants with copies of the pertinent association standards, examples of benchmark requirements, adapted rubrics, modified NCATE materials, explanations of NCATE requirements, and an understanding of the program changes which were implied or stated in by both ACTFL and TESOL responses. This pairing of SPAN and TESL content faculty members, both licensure and non-licensure, appeared to be beneficial to all participants in the general understanding of the components of teacher education, the role of the education unit, the roles of the specialty associations, and the roles of NCATE and VDOE. Again, this subgroup pairing was not done in order to facilitate the NCATE process, but is the normal practice of the department, given the inclination of many of the SPAN and TESL majors to cross-train.

Additionally, this researcher served as a liaison between the modern language subgroup and the Department of English and Modern Languages, in order to provide status reports, explanations of required changes, and cross-departmental curricular implications. Copies of intradepartmental documents produced for this purpose, the TESL and SPAN submitted program reviews, and the returned ACTFL and TESOL responses are included in the Appendices to this study

As a conclusion to this case study, and in answer to the research question, “Does the SPA/NCATE accreditation process, as experienced by the content faculty at a particular

liberal arts institution of higher education in three licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change? “, this researcher would conclude that, yes, the process does contribute to the production of “highly qualified teachers”, but perhaps not in the way that is intended in NCATE documents. If the “process” is intended to describe clarity in instruction (and instructions) through explicit outcome statements, detailed instructions, narrative/descriptive rubrics, and precise standards, then, yes, all of these led to the development of “highly qualified teachers”. If, however, one relies on studies such as the ECS report on teaching quality, which examined eight criteria for effective teacher preparation (i.e. the same criteria upon which the SPA standards rely), and the Whitehurst report prepared for the Secretary of Education’s second report for NCLB (Paige, 2003), which concludes that “the most important influence on individual differences in teacher effectiveness is teachers’ general cognitive ability, followed by experience and content knowledge”, then the “process” desired in the NCATE reviews must be subservient to these three: cognitive ability, experience, and content knowledge. If the requested NCATE benchmarks, data, and analyses truly and accurately reflect these three, and if the submitted reports substantiate a program’s positive influence on these three areas, then one can be confident in answering “Yes” to the problem statement, “Does the SPA/NCATE accreditation process, as experienced by the content faculty at a particular liberal arts institution of higher education in three licensure programs, contribute to the NCLB Highly Qualified Teachers mandate through curricular change? “ However, if the designation of “highly qualified” is merely a political designation, as used in No Child Left Behind, to separate content areas (English, Spanish) from perceived “support” personnel (TESL), then the

effort expended by certain programs in order to meet the rigorous standards' requirements of a professional SPA, might be seen as unnecessary, and those programs might opt for straight state recognition without SPA accreditation, if so allowed in a particular state, or they might opt for recognition by TEAC.

This researcher has felt rejuvenated for teaching as a result of her participation in these three intra-departmental reviews. She has made changes in her own teaching in the areas of benchmarks, assessments, integration, and professionalism. She has become more involved in professional advocacy and in cross-disciplinary collaboration. It is her fervent hope that the new version of No Child Left Behind, if it is renewed by a new presidential administration, will revisit the definition of "highly qualified" and adopt the definition of its own NCLB funding agency's report.

Case studies generally arise from local situations or problems, are usually conducted by interested participants, and the resulting findings or conclusions generally apply directly only to that local issue. However, the experience of participating in three related and simultaneous, but not parallel NCATE reviews, of seeing how SPA standards can be used for the benefit of students, and of moving toward a more articulated content integration causes this researcher to be a strong proponent of content/standards-based education. This does not diminish this researcher's distrust of the imposition of curricular requirements on academia by external entities, especially when these externally imposed requirements do not result in the intended outcomes, due to a political definition. Rather, it emphasizes the need for all educational programs to examine themselves/their programs in light of their particular worldview, to do internal, self-initiated assessments, to consider the necessity and implications of standards, and to be continually aware of the

impact of their programs on their students and on their students' students. Consensus among the content area faculty will add quality to a program much more quickly than if dissention is caused by the imposition of requirements from the outside. The three programs reviewed by NCATE, and discussed in this case study, evidenced the positive impact of committed, cooperative faculty on the students who graduate from these three licensure programs.

Reflections on the SPA Review Experience

The individual SPAs (ACTFL/TESOL/NCTE) are tasked with recommending for or against accreditation for individual programs (Majors) within a Unit (SCH. of ED). NCATE accredits the Unit. The reports that were submitted went to the SPAs. The team, which conducted an on-site review in February, 2008, focused on the School of Education.

NCATE does not prescribe the SPA emphasis or the priorities of each SPA. The SPAs are self-policing. NCATE accepts their decisions as pieces of the entire Unit accreditation. NCATE receives the SPA reports and looks for patterns across programs.

Each SPA has a different orientation. For example, TESOL is much more theory, concept and profession oriented than ACTFL, which is more concerned with implementation, process, and performance. On the one hand, this makes it difficult to compare or integrate programs and standards if students are bridging two fields. On the other hand, each SPA provides an insight into areas and issues that another SPA may not yet have addressed, or is just moving toward. Many of our licensure candidates are – unofficially – cross-disciplinary, most of them TES/FL w/Spanish, or SPAN w/TES/FL.

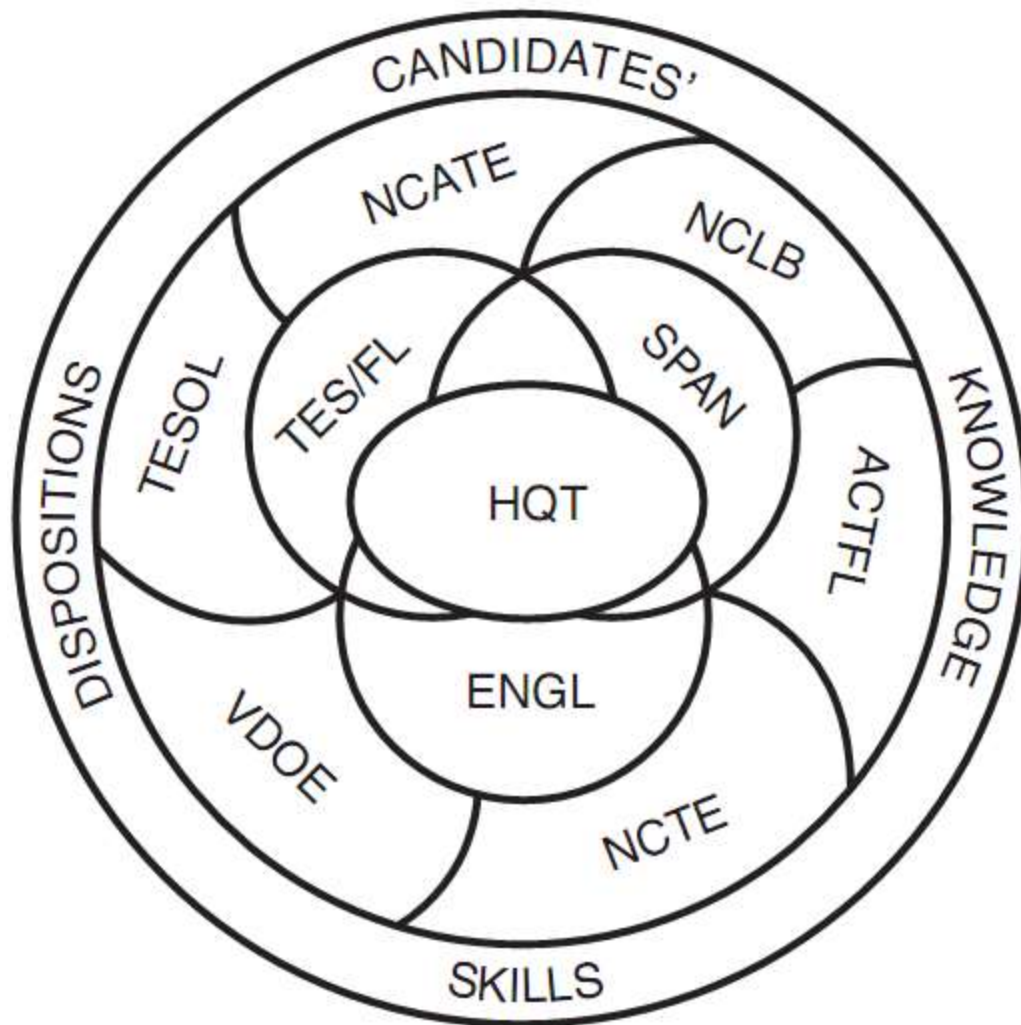
They are much in demand in the school systems. Therefore, the dual SPA emphases and priorities are to their benefit.

This researcher avoided trying to understand the process far too long. In reflecting on those months of frustration, as now seen through the lenses of three reports, she can make the following observations.

1. The NCATE jargon was unfamiliar.
2. The connections between NCATE and the SPAs were not understood, particularly as those connections related to “standards”.
3. Although NCATE provided some documents to the Unit supervisor for distribution to the report writers, the three SPAs for the departmental reports seemed to be only remotely connected to the review process until the very end, after submission of the reports.
4. The concept of “benchmark” assignments tied to standards was new to the content areas, although it was understood by the education faculty.
5. Teaching a methods class did not guarantee that the course professor understood the intended connection between the SPA standards and course outcomes.
6. The priority of the SPA to the accreditation process was not clearly related.
7. The resources, particularly the model institutions and programs, were not necessarily the best sources to use in order to understand how to frame the presentation of evidences, analyses, and responses.

8. The online reporting process prevented a full presentation of the particular program, due to the character stroke limit. The number of allowed strokes was often diminished by generic information added to each program report by the Unit.
9. Because the rules changed and because the items listed above were not well understood at the beginning of the review process (Fall 2004), many of the needed evidences or benchmarks had not been developed, or intentionally tracked by the methods professor.
10. Requests for documentation for the NCATE review from non-education; content faculty was often met with disinterest or annoyance.
11. Time to communicate with other NCATE report writers across the institution and with colleagues in the department area was almost non-existent.
12. The coordination of the VDOE visit with the NCATE visit was not clearly understood until late in the process.
13. The importance of maintaining one's own professional teaching license had not yet been internalized.

Revised Conceptual Framework



Implications of the Study

This researcher would posit several implications, which may be expected in the near future in higher education, if the current direction of the national SPAs and their connections to federal educational programs and monies continue. The revised conceptual framework shown above more clearly represents the interconnectedness of the

SPA and other external organizations and their influence on the academic preparations of licensure candidates. All of these entities work together to produce HQTs.

One advantage of having seen all three of the departmental submissions to NCATE, to the VDOE, and the subsequent responses from the respective SPAs, is that this researcher is now very aware of the current SPA priorities, understands the implications of the program criticisms, suggestions and buzzwords, and is able to make some fairly sound predictions as to what will be of interest to accreditors in the next visits.

All of the issues listed below were cited in at least one of the reports. As the organizational personnel mingle in national conferences, the concerns of one organization become the items of interest of other organizations: “We ought to look at that, too.” As this researcher attended conferences on ESL (VATESOL), world languages (FLAVA), and teachers’ education (CARLA) in 2007-2008, she saw the same topics come up in conference sessions.

Literacy is of Prime, Cross-disciplinary Importance

The emphasis here is not only on the reading process, but also on the newer issue of literacy in two languages at the same time. New linguistic research shows that one of the strongest language skills which is transferable from one language to another is literacy. Therefore, dual literacy is becoming a goal of English, ESL, and world language programs K-adult. English teachers will have more and more non-native English speakers in their classrooms who will no longer be “pulled out” for ESL, and ESL teachers will have many students who are literate in their own languages.

Implications for All Three Licensure Programs: TESOL, ACTFL, NCTE

1. Licensure candidates will need to do cross-disciplinary training.

2. ESL cross-training will be the bridge to all other content areas.
3. More Higher Education content area faculty will need to hold K-12 licensure.
4. Most Higher Education faculty members, who teach in university level content areas which are also licensure preparation areas for K-12, will need to have an M. Ed., or an equivalent, in their content area, in addition to a terminal degree in their specialty.

Limitations

An Action Research case study such as the one undertaken for this project in which the research observer is, at the same time, a research participant, may reflect personal biases, in that the researcher participant had an invested interest in the final NCATE outcomes of the three reviews. There are three potential categories of limitations to the study. The first limitation would involve limitations of observation. The observer participant may have represented the processes being observed in either a more positive or less positive light due to his or her active involvement at all levels of the study, in particular, as methods professor, as core content professor, as data analyst, as report writer, as consultant, and as colleague to other faculty whose teaching areas could be adversely affected by a final negative response from NCATE. Strongly held participant worldviews which focus on academic curricular autonomy within an institution versus external curricular imposition, whether from professional organizations or educational entities, could have influenced the interpretation of and attention to criticisms, suggestions, and commendations from a particular specialty professional association. These biases might have influenced the literature selected, not only for the broad sweep

of research information, but also for the narrowly focused literature which was applied to this particular study (Pan, 2004).

The second limitation is that of the data used as part of the study. The intent of the study was to analyze the NCATE review process as it applied to three distinct licensure reports, which were connected to each other by the residence of each of the three in the same department, under the same school, and by the population of the methods course, which was comprised of students within and across the major boundaries. Since each of the three areas was reviewed by different professional associations, the data, although similar, was not identical for each report, even though the report submission forms were standardized by NCATE as to requested benchmarks. This could have lead to overly broad interpretations of the returned responses, where the returned responses seemed to indicate similarities in concern or commendation, but which, in fact, were dependent on the particular association definitions and understandings, not overall NCATE definitions or understandings. Additionally, given the small number of completers in each of the three programs, the data may not have fairly represented the strengths or weaknesses of the programs' studies. The data was frequently incomplete, due to circumstances beyond the control of the data collectors and the researcher. Updated data is still to be submitted for the two programs which did not receive full recognition from the first two phases of the review process; therefore, neither the effectiveness nor the quality of this data can be reliably determined at this time.

The third limitation is that of the documents used as a basis for the collected data, for the revised report submissions, and for the analysis of the returned responses. Most of the data documents and the reflective/interpretive documents were either selected or

developed by the researcher participant-reporter. The validity of the documents themselves, the criteria for their inclusion as research evidence, and their effectiveness for the selected purposes, is still to be determined through additional reports and ongoing assessment, for the NCATE rejoinders.

Recommendations for Further Research

Given this very limited, local study of three very specific licensure preparation programs and the interconnectedness which occurred as a result of simultaneous assessment requests from NCATE and VDOE, a continuing study of the effect of new outcome statements on the ability of content area faculty to assess and report achievement in core content licensure courses is recommended.

It is recommended that a study take place on the improvement in candidate achievement in courses where non-licensure major content faculty have had professional development in their SPA professional standards.

It is also recommended that the relationship of the use of extended, narrative rubrics to candidate achievement be assessed. The clarity afforded to both licensure candidates and to content area faculty through the use of narrative rubrics is apparent. What may not yet be apparent is whether or not the use of narrative rubrics results in higher student achievement.

Conclusion

This study of the interrelatedness of three intradepartmental accreditation reviews provided helpful insights into the need for cross-discipline collaboration in the preparation of licensure candidates. The specialty professional associations' standards do

indeed provide a reasonable framework for the preparation of highly qualified teachers, but the professional standards can only be effective as they are superintended by highly qualified, motivated, collegial, higher education faculty, who share a particular worldview and who are able to transmit that worldview and its out workings to their degree candidates.

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Appendix A

Program Highlight Comments: TESOL

(March, 2008)

TESOL/NCATE Program Review Response Highlights

The following consists of a rewrite/reformat of the returned report which gave the reviewers' evaluation comments. The originally submitted text is not included. I have tried to distill and organize the results in a more user-friendly format. The document is color coded. The reviewing team consisted of three readers. The document and responses were submitted and returned, online using a prepared template, which I did not find to be helpful.

Blue = word-for-word from the ACTFL/NCATE document

Red = my comments /amplifications – done only where clarification is necessary

Bold = in any color, indicates a buzzword, special interest emphasis i.e. what the SPA is looking for or the terminology they expect to find. i.e. What their agenda really is.

Black = general text & section formats

Possible Overall Program Decision

- Nationally recognized
- Nationally recognized w/ conditions
- Further development required w/probation
- Not nationally recognized

Possible Individual Standard Decisions

- Met

- Met w/conditions
- Not met

DOMAIN 1 Language

- **Met** 1.a. Describing Language
- **Met** 1.b. Language Acquisition & Development

DOMAIN 2 Culture

- **Met** 2.a.b. Nature and Role of Culture
- **Met** 2.b. Cultural Groups and Identity

DOMAIN 3 Planning, Implementing, Managing Instruction

- **Met** 3.a. Planning for Standards-based ESL and Content Instruction
- **Met** 3.b. Managing and Implementing Standards-based Content
- **Met** 3.c. Using Resources Effectively in ESL and Content instruction

DOMAIN 4 Assessment

- **Met** 4.a. Issues of Assessment for ESL
- **Met** 4.b. Language Proficiency Assessment
- **Met** 4.c. Classroom-based Assessment for ESL

DOMAIN 5 Professionalism

- **Met** 5.a. ESL Research and History
- **Met** 5.b. Partnerships and Advocacy

General Comments

1. No passing score required by VA for PRAXIS I
2. Department should consider hiring more faculty who hold K-12 licensure

Commendations

Candidates Knowledge of Content

PRAXIS II & MLAT results provide good evidence of Candidates' meeting Standards

Candidates Ability to Understand and Apply Pedagogical and Professional Knowledge
and

Assignments are clearly described, in-depth, and rigorous.

Candidates' effects on P-12 Students Learning

Assessment 5 is clearly described including areas for revision, language proficiency assessment, classroom-based assessment, and Revisions for Fall 2007.

RE: for # hours in ELI/TESL courses (major)

It is evident that the University has taken into consideration areas in need of improvement and begun to implement changes to improve the quality of the program

Next Step

Officially: No new reports until the next review in 5-7 years

Unofficially (as interpreted by this report writer):

1. All the current Rubrics need to be revised.
2. The TESOL& NCATE Rubrics need to be aligned.
3. New Benchmarks need to be identified, Rubrics developed, and Data on these collected annually.

Appendix B

Program Highlight Comments: SPAN

(March, 2008)

SPAN/NCATE Program Review Response Highlights

The following consists of a rewrite/reformat of the returned report which gave the reviewers' evaluation comments. The originally submitted text is not included. I have tried to distill and organize the results in a more user-friendly format. The reviewing team consisted of three readers. The document and responses were submitted and returned online, using a prepared template, which I did not find to be helpful.

This document is color coded.

Blue = word-for-word from the ACTFL/NCATE document

Red = my comments /amplifications – done only where clarification is necessary

Bold = in any color, indicates a buzzword, special interest emphasis i.e. what the SPA is looking for or the terminology they expect to find. i.e. What their agenda really is.

Black = general text & section formats

Possible Overall Program Decision (see Final Decision, last page)

- Nationally recognized
- Nationally recognized w/ conditions
- Further development required OR Nationally recognized w/probation
- Not nationally recognized

Possible Individual Standard Decisions

- Met
- Met w/conditions
- Not met

Please refer to the Expanded Standards document or to the laminated TCA Standards summary document for the descriptions of the Standards referenced below. [distributed to the content faculty by this report writer]

STANDARD 1 Language, Linguistics, Comparisons

Met w/conditions

Comments:

1. a. Language

- Officially set Advanced-Low as the OPI target. Indicate this in official documents (Catalog, Degree Completion Plan, Program brochure) & Institutional Report. The submitted report perhaps shows an implicit level, but the review team could not find it explicitly stated in the institutional report.
- Submit a remediation plan for Candidates who do not meet target (OPI). State when and where in program these will be administered. MPOIs and SPOIs as formative assessments will provide a strong base for the remediation plan.

[SOPIs/MOPIs – start early to assess. No remediation is possible if assessments are deferred until the Capstone course]

1. b. Linguistics

- No adequate evidence of Candidates' abilities
- MLAT assessment does not provide performance-based evidence of Candidates' knowledge and application of SLA theories. (True. It is a linguistic assessment only.)

1. c. Comparisons

- No adequate evidence
- Cooperating Teachers Assessment needs to be aligned with ACTFL/NCATE descriptions to provide data about how Candidates meet this part of the Standard.

STANDARD 2 Cultures, Literature, Cross-Disciplinary Concepts

Not Met

Comments:

- Inappropriate Benchmark (MLAT) It is unclear how this assessment provides performance-based evidence about the degree to which Candidates meet the content knowledge requirements for this Standard.

(It doesn't. This is a linguistics assessment.)
- The rubric and scoring guide for this assessment need to be provided.
- Unit Plan – did not use the Unit Plan Rubric. Rubric needs to indicate how Candidates apply knowledge about target language cultures and literature in the K-12 setting.

STANDARD 3 Language Acquisition Theories and Instructional Practices

Not Met

Comments:

- An absence of information on specific competencies. Only holistic or one level of outcomes are provided
- The rubric provided for the Unit Plan. The rubric needs to address differing levels of assessment so that Candidates are provided with evidence of their competency in terms of “meeting”, “approaching”, “exceeding” the Standards.
- Rewrite Rubrics for the TCA, e-Portfolio, FES for Language Acquisition. Align ACTFL Rubric descriptions for the assessments w/evaluation for this Standard. It is not clear how these items provide evidence of the degree to which Candidates demonstrate an understanding of LA.

STANDARD 4 Integration of Standards into Curriculum and Instruction

Met w/conditions

Comments:

- TCA Rubric alignment with ACTFL/NCATE Standards
- Use both Cooperating Teachers' and Supervising Teacher's forms

(It appears that “Supervising Teacher” was used in place of “Cooperating Teacher”. The University Supervisor does not fill out these forms.)

- Connection between documents needed

STANDARD 5 Assessment of language and Culture

Not Met

- No sufficient evidence
- E-Portfolio description does not list tasks or artifacts in the Portfolio. No rubric provided.
- Unclear how e-Portfolio provides evidence of how students will implement assessment formatively and summatively.
- Unclear how students measure the effects of their teaching on K-12 student learning.
- Need reflection on the pre and post teaching and assessment process, discussion of how the results have been interpreted, how will be used to inform practice.
- No requirement for IPAs(Integrated Performance Assessments) and PBAs(Performance-Based Assessments).
- Include a Rubric that will measure Candidate understanding and application. No evidence in any evaluation that candidates do pre-post test, reflect on results, adjust instruction, report to stakeholders.

Comments:

STANDARD 6 Professionalism

Met w/conditions

- Not clear how the multicultural/social justice learning experience directly relates to Spanish Candidates.
- No evidence that Candidates advocate for foreign language learning
- Alter Guidelines and Rubrics to emphasize Spanish instead of ESL.
- Rubric needs to provide data for “target” and “acceptable high”

General Comments: Summary of Program Strengths

(I have modified the wording of the ACTFL responses to reduce space)

1. Upper level Spanish classes are taught in the Target Language.
2. The program encourages candidates to participate in a variety of proficiency building experiences and external study.
3. Candidates participate in tutoring experiences.
4. The program is increasing its course offerings in Spanish to improve the Candidates' oral proficiency (N.B. We already exceed the Standard of Advanced-Low. See Commendations below)
5. Courses previously taught in English are no longer taught in English.
6. The program is beginning to offer additional courses in Spanish culture and literature.
7. The submitted report states that the departments conceptual framework is based on the 5 Cs. (This framework is intended for K-12 programs, not Higher Ed.)

Commendations

1. All 2007 Program completers passed the OPI at the Advanced-Mid rating.
2. Unit Plan commended for "modifications for World languages" and "technology enhancement"
3. The multicultural/social justice learning experience provides a very positive culminating activity through advocacy and written recommendations. (Note that this comment contradicts the first in blue in the Standard 6: Professionalism section above!)
4. The reflection on associations and the requirement both to join and to participate in FLAVA clearly supports Standard 6.

C. EVALUATION OF PROGRAM REPORT EVIDENCE

Candidates' knowledge of content

The Unit Plan is comprehensive.

A more strongly aligned Rubric that addresses the application of content would provide the necessary evidence of the degree to which Candidates know, understand, and apply content in their K-12 Spanish classes.

Candidates ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The Unit Plan and the assessment of Student Teaching both address this area.

It is not clear if the foreign language specialist also evaluated the teacher candidate for ACTFL/NCATE Standard 3 specifically.

Rubrics need to specifically address Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions and measure the degree to which Candidates met them.

Performance-based assessments, particularly in the area of applying linguistic knowledge, would be a strong addition to the LU assessment plan.

Candidate effects on P-12 student learning

Not addressed in this report. No evidence that candidates engage in a project or assessment activity that includes the full assessment cycle: conduction pre/post tests, analyzing the results, using the data to examine the effects on student learning to inform classroom practice.

The description of the evaluation of the student teaching is reported in the input of the

candidates to their students, but not their students' learning.

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

The reviewers strongly recommend that the institution articulate a remediation plan that will be in place for those Candidates who do not achieve Advanced Low on the OPI.

E. AREAS FOR CONSIDERATION (My distilled summary)

1. The institution should explicitly state that the ACTFL OPI target has been set at Advanced Low.
2. The program needs to include proof of Candidates' knowledge and application of cultural, literary and/or cross-disciplinary knowledge themselves, so that they can teach this in their K-12 settings.
3. Include descriptors in the Rubrics that align, or actually are, the descriptors for ACTFL/NCATE for assessment.
4. Tests that Candidates implement should be PBAs (Performance-Based Assessments) and IPAs (Integrated Performance Assessments). Candidates must analyze results and report them to all stakeholders, adjust instruction, provide a reflection that analyzes the process.
5. Specific data drawn from clearly Standards-aligned and based on Candidate performance assessments are needed for several assessments.
6. A continuum of Candidate performances need to be described so that it is clear whether the Standard has been met, not met yet, or exceeded.

ADDITIONAL COMMENTS

COMMENTS ON CONTEXT, ETC.
<p>Positive</p> <p>The institution is to be commended for the significant changes they have already implemented and is encouraged to continue to strengthen and augment learning and connection to the SPA Standards as these changes are implemented.</p> <p>Negative</p> <p>One area for discussion and careful consideration. There is some uncertainty as to how the loss of an introduction to linguistics and the addition of courses in translation will affect the larger intent of increased candidate oral and written proficiency.</p>

G. DECISIONS

Final Decision
The program does not currently satisfy SPA requirements for national recognition
Terms and Subsequent actions
Further Development Required See below

Next Step

Immediate: The program has up to two opportunities to submit revised reports addressing unmet standards and other concerns noted in the recognition report. The range of possible deadlines for these reports are April 15, 2008 (with a response due back from

the SPA by 9/1/08; September 15, 2008 (with a response due back from the SPA by 2/1/09); and February 1, 2009 (with a response due back from the SPA by 7/15/09). Note that the opportunity to submit two revised reports is only possible if the first revised report is submitted by the April 15 deadline. If no reports are submitted by 2/1/09, program status will revert to not recognized. After 2/1/09, NCATE will not accept a revised report based on this submission. However, the institution may submit a new program report (rather than a revised report) addressing all standards, at either Feb. 1 or Sept. 15 of a calendar year (submission dates for new program reports). In states that require NCATE program review, another program report must be submitted before the next NCATE accreditation visit.

By April 14

1. All the current Rubrics need to be revised.
2. The ACTFL & NCATE Rubrics need to be aligned.
3. The “context” section will be rewritten to include clarifications, updates, curricular decisions, revisions and alignments. Benchmark assessments and Rubrics will be changed to comply with what has been requested – to the extent that such evidence is available.

Continuing:

4. New Benchmarks need to be identified, Rubrics developed, and Data on these collected annually.
5. Curricular revisions to include PBAs (Performance-based assessments) & IPAs
6. Implementation of a Remediation Plan

Appendix C

Evaluator Comment Frequency

COMMENT	STANDARD
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Editorial	1	2	3	4	5	6
OPI level statement	X					
Remediation Plan	X					
Revision of Rubrics and Alignments to Standards	X	X	XX	XXXX	X	X
Content	1	2	3	4	5	6
Inappropriate Benchmarks		X				XXX
Need for Performance	X		X		XX	X

-based Evidences						
Assessment and Effect on Student Learning					XX	

Appendix D

ACTFL Report Comparisons

ACTFL BENCHMARK COMMENTS

STANDARDS	1-15-08 RESPONSE	8-02-08 RESPONSE
<p>1: LANGUAGE, LINGUISTICS,COMPARISONS</p>	<p>Met w/Conditions</p> <ul style="list-style-type: none"> • OPI Advanced Low must be explicitly stated in Institutional documents • Remediation plan for candidates who do not achieve the OPI Advanced low must be submitted [MOPI & SOPI as formative assessments, should provide a strong base for the remediation plan] • Need performance-based evidences of candidates knowledge and application of language acquisition theories • Cooperating Teachers rubric for TCAs needs to be aligned with the ACTFL/NCATE descriptions of Standards 	<p>Met</p>

	<ul style="list-style-type: none"> • Spanish linguistics needs to be addressed in an assessment • PBAs in applying linguistic knowledge would be a strong addition to the program assessment plan 	
<p>2 : CULTURES, LITERATURES, CROSS-DISCIPLINARY CONCEPTS</p>	<p>Not Met</p> <ul style="list-style-type: none"> • Need performance-based evidences about the degree to which candidates meet the content knowledge requirements of Standards 2 • MLAT lacks assessment document which guides the reflection on its rubric and scoring guide • Unit rubric descriptors do not clearly indicate the degree to which candidates apply their knowledge about target language cultures and literatures in the K-12 setting • 	<p>Met w/Conditions</p> <ul style="list-style-type: none"> • Unit plan rubric is too generic • Targeted assessment task needs to be developed • Capstone course could be basis for a performance assessment that addresses elements of literary and cultural understandings, as well as written and oral presentational communication {assessment tasks, scoring rubrics, guides that align w/ ACTFL/NCATE Standard 2 (and 1, for communicative language), data charts showing student performance [= an exemplary assessment]}

<p>3 : LANGUAGE ACQUISITION</p> <p>THEORIES AND INSTRUCTIONAL PRACTICES</p>	<p>Not met</p> <ul style="list-style-type: none"> • Unit plan rubric should address differing levels of assessment so that candidates are provided with evidence of their competency in terms of meeting, approaching, exceeding the Standards (as done in the TCA assessment) • TCA/e-portfolio/FES need more specific alignment to the ACTFL rubric descriptions for assessment with the evaluation provided for this Standard • Rework rubrics used to assess candidate knowledge for this Standard 	<p>Met w/Conditions</p> <ul style="list-style-type: none"> • Revised and aligned Standards/TCAs need to be used with candidates to collect data. • Reflection on the efficacy of the from and revision needs to be completed • Evidence of an understanding of language acquisition needs to be provided in TCAs, e-portfolio, or FES • Reflection on LA experiences is helpful
<p>4: INTEGRATION OF STANDARDS INTO CURRICULUM AND INSTRUCTION</p>	<p>Met w/conditions</p> <ul style="list-style-type: none"> • TCA rubric need to be aligned with the ACTFL/NCATE Standards 	<p>Met w/Conditions</p> <ul style="list-style-type: none"> • Same as #3
<p>5: ASSESSMENT OF</p>	<p>Not Met</p> <ul style="list-style-type: none"> • E-portfolio does 	<p>Not Met</p> <ul style="list-style-type: none"> • Make IPPR

<p>LANGUAGES AND CULTURES</p>	<p>not list the tasks or artifacts for formative or summative assessment</p> <ul style="list-style-type: none"> • Rubric needs to be provided for e-portfolio • Need to provide evidence of how candidates measure the effects of their teaching on K-12 student learning • Need a reflection on pre and post teaching and assessment process • Need discussion of how assessment results have been interpreted and will be used to inform practice (do pre and post test, reflect on results, adjust instruction, report to stakeholders) • Candidates must include IPAs and PBAs as part of formative and summative assessment • Must include a rubric to measure candidate understanding and application of 	<p>rubric FL specific. It is too generic</p> <ul style="list-style-type: none"> • Need a description or task sheet for IPPR • All rubrics and guidelines need to be posted in Live Text • Assessment tasks need to be made clear enough that the description of the tasks and the candidates outcomes reflect the language of the Standard and the desired teaching behavior • IPPR needs to show where candidates influence on their students is measured [at present, Instructional Planning, Instructional performance, and Instructional Reflection centers around the teacher candidate, not on the evidence and reflection on student learning.]
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	assessment processes	
6:PROFESSIONALISM	<p>Met w/Conditions</p> <ul style="list-style-type: none"> • Provide evidence that candidates advocate for foreign language learning • Emphasize WL, not ESL • Alter the guidelines of the Somali-Bantu rubric/project to emphasize social justice • Provide a rubric for professional involvement • Rubrics need to address candidates ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions 	<p>Not Met</p> <ul style="list-style-type: none"> • See 1-15-08 comments
RECOGNITION DECISION	FURTHER DEVELOPMENT REQUIRED	NATIONALLY RECOGNIZED WITH CONDITIONS – through 02-01-2010

Appendix E

Program Highlight Comments: ENGL

(March, 2008)

NCTE/NCATE Program Review Response Highlights

Although I have spent much time reviewing the NCATE report for the writer of this third report, I did not reorganize it as I did the TESOL and ACTFL reports. Perhaps I should have, and would do so if requested, but I was looking for patterns across the reports and for cross-disciplinary connections. The reviewing team consisted of three readers. The document and responses were submitted and returned online, using a prepared template, which I did not find to be helpful.

This document is color coded.

Blue = word-for-word from the ACTFL/NCATE document

Red = my comments /amplifications – done only where clarification is necessary

Bold = in any color, indicates a buzzword, special interest emphasis i.e. what the SPA is looking for, or the terminology they expect to find. i.e. What their agenda really is.

Black = general text & section formats

Direct Quotes from the NCTE response

- While this program addresses all standards, it is unclear how Candidates are learning about theories, research, and best practices in the teaching of writing and literature. One methods course as presently structured does not seem sufficient.
- Show candidate growth over time.

- There is clear evidence that candidates have experience with and opportunity to become familiar with other cultures. (Interestingly enough, another section criticized the English program for lack of evidence of exposure to diversity, if I remember correctly.)
- Need to make meaningful connections with the development of curriculum and various cultures and society.
- There could be more collaboration between colleagues in the English department and the College of Education in order to benefit Candidates' preparation in content knowledge. (I'm not sure where they were going here.)
- Valuing/respect for individual differences of ethnicity, race, language, cultures, gender, and ability. (Here's where we could have problems in future reviews. Notice how many of these I have pulled out deal with "diversity")

NCTE Project-Based Learning

<http://edisonclass.wetpaint.com/page/Proposal+for+the+NCTE+2008+Annual+Convention?t=anon>

Appendix F

SPA Comparisons

DOMAIN – TESOL K-12	STANDARD – ACTFL K-12	STANDARD – NCTE 7-12*
<p>1. Language</p> <p>1.a. Describing Language 1.b. Language Acquisition and Development</p>	<p>1. Language, Linguistics, Comparisons</p> <p>1.a. Language 1.b. Linguistics 1.c. Comparisons</p>	<p>1. Program Structure</p> <p>1.1. Conceptual Framework 1.2. Theory and Practice 1.3. Faculty Preparation and Dispositions</p>
<p>2. Culture</p> <p>2.a. Nature & Role of Culture 2.b. Cultural Groups and Identity</p>	<p>2. Cultures, Literature, Cross- Disciplinary Concepts</p>	<p>2. Candidate Attitudes</p> <p>2.1. Inclusive and Supportive Learning environment 2.2. Cultural Awareness 2.3. Reflective Practice and Collaboration 2.4. Critical Thinking 2.5. Connections 2.6. Role of Arts and Humanities</p>
<p>3. Planning, Implementing, Managing Instruction</p> <p>3.a. Planning for Standards-based ESL & Content Instruction 3.b. Managing & Implementing Standards-based Content 3.c. Using Resources Effectively in ESL & Content Instruction</p>	<p>3. Language Acquisition Theories & Instructional Practices</p>	<p>3. Candidate Knowledge</p> <p>3.1.1. Language Acquisition 3.1.2. Integration of Reading, Writing, Listening, Speaking 3.1.3. Socio-Cultural Theory 3.1.4. Diversity 3.1.5. English Language History 3.1.6. English Grammars 3.1.7. Oral and Written Language</p> <p>3.2.1 Visual Literacy</p>

		<p>3.2.2 Forms of Inquiry</p> <p>3.2.3 Composing Process</p> <p>3.2.4 Language as Performance</p> <p>3.2.5 Non-print texts</p> <p>3.3.1. Text Interpretation</p> <p>3.3.2. Creation of Meaning</p> <p>3.3.3. Student Learning Strategies</p> <p>3.4.1. Writing Strategies</p> <p>3.4.2. Written discourse</p> <p>3.5.1. Literary Spectrum</p> <p>3.5.2. Genres</p> <p>3.5.3. Range of Literature/Age</p> <p>3.5.4. Literary Theory and Criticism</p> <p>3.6.1. Medias</p> <p>3.6.2. Media and Non-print Texts</p> <p>3.6.3. Technology</p> <p>3.7.1. Research Theory</p> <p>3.7.2. Teacher-Researcher Inquiry Model</p>
<p>4. Assessment</p> <p>4.a. Issues of Assessment for ESL</p> <p>4.b. Language Proficiency Assessment</p> <p>4.c. Class-room-based Assessment for ESL</p>	<p>4. Integration of Standards into Curriculum & Instruction</p>	<p>4. Candidate Pedagogy</p> <p>4.1. Curriculum Selection and Evaluation</p> <p>4.2. Curriculum Alignment</p> <p>4.3. Interdisciplinary Integration</p> <p>4.4. Diversity Support</p> <p>4.5. Interpretation and Evaluation of Ideas</p> <p>4.6. Critical Analysis of Media and Communication</p>

		Technologies 4.7. Uses and Purposes for Language in Communication 4.8. Personal Response to Text 4.9. Reading Strategies 4.10. Assessment Formative Summative Reporting to Stakeholders
5. Professionalism 5.a. ESL Research & History 5.b. Partnerships & Advocacy	5. Assessment of Language & Culture	
	6. Professionalism	

The NCTE Standards given above have been “interpreted” to provide summary descriptions in the same format as the TESOL and ACTFL Standards. As shown in the NCTE Program Preparation Standards document, NCTE formulates its published document in a very different way than do TESOL and ACTFL. The intent of the triple chart is to highlight the conceptual differences in the way the Standards are understood, and therefore assessed in NCATE program reports, between the two world language SPAS and the English SPA. It can be argued that English is a world language; therefore the Standards among the three SPAs ought to be more closely aligned. However, the target learners for TESOL and ACTFL are non-native English users at all levels and in all age groups (K-12), whereas the English target learners are native English users and are restricted to the grades 7-12. English is not being taught to this group of learners as an L2

or above, but is being refined in its usage for learners who are already considered to be “fluent” (as opposed to “proficient”) in English.

Appendix G

The impact of NCLB on language-related programs, and on Teacher Licensure programs in ESL, SPAN, and ENGL is seen in the Act provisions. Only those sections pertaining to language education of students and teacher training are shown below.

<p>Title I: Helping Disadvantaged Children Meet High Standards Part A: Compensatory Education</p>	<ul style="list-style-type: none"> • Limited English Proficiency (LEPs) eligible in their own right, not as a condition of poverty • ESL
<p>Part B: Event Start Family Literacy Programs</p>	<ul style="list-style-type: none"> • Early childhood education • Adult education
<p>Part C: Education of Migratory Children</p>	
<p>Title II: Eisenhower Professional Development Program Part A: Federal Activities</p>	<ul style="list-style-type: none"> • High-quality professional development in core academic subjects (HQT – Highly Qualified Teachers) • National Teacher Training Project
<p>Part B: State and Local Activities</p>	<p>to states which provide a state plan to improve teaching and learning</p>
<p>Part C: Professional Development Demonstration Project</p>	<p>To partnerships for innovative models to prepare teachers for new standards and assessments</p>
<p>Title III: Technology for Education Part B: Star Schools Program</p>	<p>Distance-learning foreign language programs</p>

Part C:	Ready-to-learn television
Part F:	School library media resources
Title V: Promoting Equity	Preparing students to function in a culturally diverse and highly competitive global community
Title: VII: Bilingual Education, Language Enhancement and Language Acquisition Programs Part A: Bilingual Education	<ul style="list-style-type: none"> • LEAs, IHEs, community-based organizations • Program development • Implementation grants • Program enhancement projects • Research, evaluation. Dissemination • Instructional materials • Professional development • Transition – limiting grants to 3 years
Part B: Foreign language Assistance Program	Elementary school foreign language incentive program (never funded)
Part C: Emergency Immigration Education Program	To assist LEAs that experience unexpectedly large increases in student populations due to immigration
Title IX: Indian, Native Hawaiian, and Alaska Native Education	
Title X: Programs of National	<ul style="list-style-type: none"> • Improve quality of education

<p>Significance</p> <p>Part A: The Fund for the Improvement of Education</p>	<ul style="list-style-type: none"> • Tied to Standards
<p>Part B: Gifted and Talented Children</p> <p>Jacob K. Javits Gifted and Talented Study Education Act</p>	
<p>Part H: De Lugo Territorial Education Improvement Program</p>	<p>For outlying areas</p>
<p>Part I: Findings for 21st Century Learning Centers</p>	<p>“public schools should collaborate with other public and nonprofit agencies and organizations, businesses, education entities ... and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools.”</p>
<p>Education Part J: Urban and Rural Education</p>	<ul style="list-style-type: none"> • Tied to goals • Professional development • Address the needs of LEP students
<p>Part M: Territorial Assistance</p>	<p>The Virgin Islands</p>

(TESOL, 2006)

Appendix H

Educational Perspectives and Corresponding Language Learning Approaches

PERSPECTIVE	ACADEMIC	TECHNICAL	DELIBERATIVE DIRECT	CONSTRUCTIVIST CONSTRUCTIVIST	BIBLICAL CLASSICAL
LANGUAGE ACQUISITION TERM INSTRUCTOR'S ROLE	GRAMMAR-TRANSLATION Transmit information Control learning process Decide on information, method, and Sequencing	AUDIO-LINGUAL Modeling correct Pronunciation, Repetition Pattern memorized routines, drill, correct	Provide learning Opportunities Present possibilities for study, Encourage student exploration, discovery	Teacher may present Information, or not Guide, foster joint activities, challenge, support, provide expertise as needed for rationales, create knowledge w/students in mutual social context Different types of teaching for different purposes	Create a learning Community Model spiritual qualities, Determine content, delivery, Sequence Mentor Facilitator Encourager Guide/manager Assessor/Evaluator
METHOD- OLOGY	Classical Grammar-Translation	Oral-based Situational Method, Contextualized sentences, Hear TL before seeing it	Direct Method Berlitz Reform Method Content or Competency-Based Instruction, TPR, Suggestopedia, Natural Way,	Post-Methods Era, Psycholinguistic, Humanistic, Whole Language, Multiple Intelligences, PPP (Presentation/Practice / Production) Community-shared learning, Backwards Design (bottom-up)	Content-Based, Contextualized, Proficiency, TPR Multiple Intelligences, PPP Top-down
MEDIUM OF INSTRUCTION	Student's native Language	Spoken target language	Exclusive target language	Target language, but no corrections	TL, explanations in NL for efficiency & associations, Technology as a resource
EMPHASIS	Accuracy Deductive learning	Practical, spoken, Speech patterns Inductive learning	Cognates, correct pronunciation & grammar Inductive	Authenticity Conversational Fluency over accuracy	Authenticity, Conversational, Importance of TL for Missions
STUDENT'S ROLE	Acquire information Demonstrate mastery of facts	Memorize, repeat, Practice aloud at home	Consider suggested learning opportunities Final choice re: what to learn & when	Active inquirers, create own learning,	Participation, Acquire information Demonstrate control of information, Appreciate God's gift of language

Hähnlen: in partial fulfillment of EDUC 771