

College of Saint Mary
Rule 24 Section 3:
Use of Related Data and Information for
Continuous Program Improvement of Endorsement Program

Endorsement Program: Middle Grades – Spanish

Discuss changes or improvements made to the specific endorsement program in the last three to four years.

There have been only three completers for the Middle Grades Spanish Endorsement in the years addressed in this folio. More undergraduate students who have an interest in teaching Spanish are enrolling in the 7-12 Spanish Secondary Education endorsement program.

Since the last visit, the Spanish program has experienced changes regarding personnel, class offerings, and enrollment. The program had changes in leadership and the current director has been with the college since 2013. The enrollment in Spanish courses at all levels has increased, and upper-level courses are offered regularly on a 3-year rotation.

In addition to those changes, the program has experienced the following improvements:

1. Course redesign:

1.1 New textbooks were adopted for SPN 211 and 212 Intermediate Spanish I and II, SPN 321 Spanish Conversation, SPN 322 Spanish Grammar and Composition, SPN 333 Literature for Youth and Children, SPN 351 and 352 Culture and Civilization I and II, and SPN 411 and 412 Survey of Literature I and II.

1.2 Course objectives and expected language proficiency outcomes for each course have been determined following the ACTFL (American Council for the Teaching of Foreign Languages) Guidelines that classify individuals in five levels according to their language skills: Novice, Intermediate, Advanced, Superior, and Distinguished.

1.3 SPN 322 Spanish Grammar and Composition was redesigned to best address the needs of both traditional and heritage learners of Spanish. Writing is usually the least developed skill for heritage learners of Spanish (those who learned Spanish at home rather than in a classroom). Therefore their needs are different than those of traditional Spanish students. Since the number of heritage learners taking Spanish courses is growing, adjustments to the course curriculum were made to address their needs as well as those of traditional learners.

1.4 Oral assessment and written assessment rubrics were developed for the Spanish language courses, as well as a variety of rubrics for upper-level courses.

2. Technology enhancement

2.1 Courses at all levels have been enhanced with the use of Angel. This virtual platform has been a useful tool for online assignments, quizzes, discussion forums, and grading.

2.2 Class recordings have been a viable addition to Spanish courses. Tegrity has been efficient software that enhances teaching and learning.

3. Study abroad:

3.1 The prerequisites for study abroad were revised and students of all proficiency levels can now take part in faculty-led study abroad trips and individual (a semester or a summer abroad) programs.

3.2. The Spanish program offered a faculty-led faculty abroad trip to Spain. This course gave students an overview of the Spanish history and culture.

What did the data indicate and what endorsement program changes were made as a result of assessment data analysis?

Since only three students have completed the Middle Grades Spanish Endorsement in the years addressed in this folio so only limited data was available for general review and analysis.

The Nebraska Department of Education is in the process of finalizing changes to the Middle Grades endorsement. The Teacher Education Program will be offering the new Middle Level Education Endorsement. Only one core academic area of study will be required for the endorsement. Students will select from Math, Language Arts, Science or Social Studies. Additional content areas may be added to an initial academic core area and College of Saint Mary offers three of these content areas: Business Marketing and Information Technology (BMIT), Health and Physical Education and World Languages.

In order to offer World Languages as one of the added content areas, the 24 credit hours of courses required for the endorsement have been determined in order to comply with the Rule 24 Guidelines.

Any changes include, careful monitoring of professional dispositions by all instructors in the MAT program, and reflections are required on the dispositions by the MAT candidates in the course to course dispositions document that is maintained throughout the program. Dispositions are assessed as 10% of the final grade for each MAT course. If deficiencies are noted, concerns are expressed to the candidate in weekly feedback within the course. Instructors report any concerns to the program directors and an advising appointment is scheduled. An improvement plan is designed and progress is monitored carefully going forward. In rare cases, candidates have been dismissed due to significant dispositional concerns.

How were decisions made and by whom?

The decision was led by the Teacher Education Program Director in collaboration the MAT Program Director. MAT Assistant Director and the Spanish Program Director. The curriculum redesign was shared with and supported by the Teacher Education faculty and submitted for review through the university-wide curriculum review process. A detailed Undergraduate Curriculum Proposal was prepared, presented to the Curriculum Committee, shared at Division Meetings and approved by the Faculty Assembly in May 2016. Final approval was granted by the College of Saint Mary Board of Directors.

What has been the effect of these program changes?

Starting in fall of 2016, the undergraduate and MAT programs will focus on four key areas for a middle level endorsement only. These areas include math, language arts, social science, and science. The

Spanish Middle Grades endorsement no longer be offered as one of the two Content Areas that could be selected. World Languages can be selected only as an additional content area to one of the Middle Level Core Academic Content areas.

What future endorsement program changes are planned?

(Use goals from your annual assessment reports for this and any other future changes you plan to make.)

No additional curricular changes are planned at this time. When CSM teacher candidates enroll in the Middle Level Education endorsement program, course based assessments and Key Assessments will be aligned to evaluate students in field experiences and in clinical practice placements. As data on students' knowledge, skills and dispositions are collected and analyzed, program updates will be considered at that time.

The Content GPA is currently used as a Content Knowledge Key Assessment. Because no Praxis Content Test is mandated by the NDE for this endorsement, an alternative Key Assessment will be considered to measure students' mastery of the specialized content and pedagogical knowledge in the Middle Level core academic areas and methods courses.

***What are implications for overall unit improvement initiatives to the endorsement program?**

Several programmatic changes in the Unit have had an impact on the Teacher Education program and could have potential impact on students seeking a Middle Level Education endorsement. These include the additional of Dispositional Reflections for undergraduate students and Dispositional assessments for all students (undergraduate and MAT), use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, addition of the Case Study project during Clinical Practice and CSM Lesson Plan Format revisions.

Dispositional Assessment

Since CSM's last accreditation review, the program has expanded attention to assessment of professional dispositions in several ways. Although development of the Teacher Education Interview as part of the application for formal acceptance was addressed in the last review, a Reflection of Dispositions has been added to the process. Undergraduate Teacher Education program applicants must complete a self-reflection of the program's stated Professional Dispositions and address their responses as part of the interview process. Applicants for Clinical Practice placement complete another self-reflection as part of that application process. At the end of each semester, a Dispositions Report form is sent to all teacher education course faculty and to faculty in the broader CSM community in order to have early identification of issues and to provide early intervention to support student success whenever possible. MAT candidates and faculty complete a Professional Dispositions report at the end of each course.

Professional dispositions are addressed during the first semester for undergraduate students enrolled in EDU 101: Introduction to Education or upon entrance to the program if transferring an equivalent course. Candidates receive and review the Undergraduate Teacher Education Handbook, complete an assessment on the policies and procedures and sign understanding and compliance agreement at that time. MAT students receive and review the MAT Graduate Teacher Education Handbook, complete and

sign off on policies and procedures, and sign understanding and compliance agreement after initial orientation. Program faculty are reviewing where professional dispositions could be more strongly infused in other teacher education coursework. Compliance with professional behaviors is mentioned in every course syllabus but consideration of listing the areas of dispositional assessment from the NDE Clinical Practice Evaluation is being considered so that students better understand the importance of these dispositions in this final programmatic summative assessment.

Clinical Practice Evaluations

The use of the statewide Clinical Practice Evaluation had an impact upon this endorsement. The evaluation is built on InTASC Model Core Teaching Standards and CSM Student Outcomes are aligned with InTASC Standards. Each course in the middle level program was examined and the student learning outcomes were updated and aligned with InTASC Standards, NDE Guideline and CSM Student Outcomes. This alignment built on InTASC standards helps to ensure that students are developing the knowledge, skills and dispositions that will be assessed during Clinical Practice.

Students are evaluated in every field experience assignment. Short form evaluations are completed in early courses in the program while longer versions are used for extended experiences of more than 20 hours in a semester. In order to provide specific attention to the areas addressed on the final Clinical Practice Evaluation, faculty will make adjustments in early evaluations and on longer evaluation forms to link more strongly with CSM program expectations for professional dispositions. One particular challenge to success in field experiences has been student delays in beginning placements in a timely manner. The Clinical Fieldwork Coordinator sets up and communicates all field experiences in an efficient and timely manner each semester. Enforcement of initial start dates will be more strongly documented and check in with cooperating teachers or school personnel will be done to ensure that students do not start out behind in completion of the placements.

Case Study Project

The addition of the Case Study project completed during Clinical Practice provides the use of multiple measures of student performance in assessing, planning, implementing and evaluating students. The complexity and intensity of the Case Study assignment has proved to be demanding for students notably for undergraduate students who are concurrently completing their Senior Research Capstone requirement. The demands of the Case Study will be continuously reviewed.

In order to provide strong preparation for the summative Case Study project, students in the Reading and Writing endorsement program complete assessment projects as a part of EDU 315: Assessment of Learners for undergraduate students and in EDU 512: Educational Psychology and Assessment for graduate students. The projects include assessment of data including learning to analyze scores from standardized tests, create rubrics to provide data and review sample data that is used to make decisions about instruction). Students complete a Literacy Case Study in SPE 430: Diagnosis & Evaluation of Reading for undergraduate students and SPE 530: Diagnosis & Remediation of Reading for graduate students in the Reading and Writing endorsement program. This Case Study includes assessing student interests and skills, designing and conducting lessons and using formative and summative assessments. These course level Assessment and Case Study projects will be reviewed in light of the summative Case Study project to further develop students' ability to assess and evaluate student data.

The Nebraska Department of Education (NDE) oversees the accountability system for public schools and districts. The Accountability for a Quality Education System Today and Tomorrow (AQuESTT) uses performance on state assessments and the effective use of data along with other key indicators in a system focused on school improvement and support. CSM Teacher Education students are familiarized with the multiple assessments and use of data from these tools used as part of AQuESTT performance measures including individualized/adaptive assessments, classroom-based assessments and state assessments.

Lesson Planning Template Revision

A general CSM Lesson Plan Format was developed in 2000 to be used across all teacher education methods courses. The Lesson Plan Format has been reviewed continuously. The Lesson Plan Format with Reflection was updated in fall 2013 with more detailed instructions and links to resources including stronger attention to accommodations and modifications for differentiating lessons for all learners. At the same time in order to focus on gathering and analyzing student data, a Lesson Plan Format with Evidence of Student Learning Analysis was developed to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings.

Students have had limited opportunities to engage in detailed analysis of student data and take leading roles in planning and implementing classroom instruction. Students placed in fall semester field experiences are in the process of learning instructional design and not yet ready to conduct detailed data-driven assessments. During spring semester field experiences, with heightened focus on test preparation teachers are hesitant to release control of instruction during the semester. Partnerships with specific schools and classrooms will be formed to allow students to complete at least one detailed Lesson Plan with Analysis.