

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

Endorsement Program: World Language - Spanish 7-12

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

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?

There were fewer than five completers for the Spanish endorsement program during the years reported; to ensure candidate privacy, data are not provided.

How were decisions made and by whom?

The decisions are primarily led by the Spanish Program Director in collaboration with Teacher Education faculty who have expertise in the content and skill areas. The curriculum redesign was shared with and supported by the Teacher Education Program Director and submitted for review through the university-wide curriculum review process. Detailed Curriculum Proposals are prepared, presented to the Curriculum Committee, shared at Division Meeting and approved by the Faculty Assembly. Final approval is granted by the College of Saint Mary Board of Directors.

What has been the effect of these program changes?

There were fewer than five completers for the Spanish endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported. This made it impossible to evaluate effects of the program changes.

What future endorsement program changes are planned?

Future endorsement program changes:

1. Course redesign:

1.1 New editions of course textbooks or different textbooks will be adopted for lower and upper level Spanish courses as deemed appropriate.

1.2 Course content in Culture and Civilization, and Literature courses will be updated as needed. In order to include current events, authors, and texts.

2. Study abroad:

2.1 The Spanish program plans to offer more faculty-led study abroad opportunities to Spain and Latin America.

2.2 The Spanish program will collaborate with the Director of Study Abroad to encourage individual students to participate in study abroad opportunities (a summer or semester abroad) to Spanish-speaking countries.

3. Technology enhancement:

3.1 All courses will transition from using Angel to Canvas. This new technology platform will be a useful tool for online assignments, quizzes, discussion forums, and grading.

3.2 The program will adapt some courses to the Hybrid and Online modes to better address the needs of students.

Courses and affiliated assignments will continue to be reviewed and updated as needed.

Faculty will continue to work with the Enrollment Department to recruit a larger number of students to the program.

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

Several programmatic changes in the Unit have had an impact on the Spanish endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that secondary education students must pass the Praxis II content exam for certification has had an impact on the Spanish Program. The Spanish Program Director and Teacher Preparation faculty collaborate to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.

- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.
- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.