

# Spanish BA

## Goal: Language Proficiency

### Goal Description:

The BA in Spanish at SHSU targets two student populations: 1) pre-service teachers seeking certification to teach Spanish in Texas public schools and 2) students who wish to earn a BA without seeking teacher certification. Students in both degree tracks should graduate with high levels of proficiency in oral and written modalities. In addition to demonstrating oral and written proficiency, teacher candidates must pass the Texas Examinations of Educator Standards (TExES) Languages Other Than English (LOTE) Spanish exam, which includes discipline-specific measures of language proficiency (see attached guidelines).

### Attached Files

 [613PrepManual.pdf](#)

 [ch114c TEKS.pdf](#)

**Providing Department:** Spanish BA

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Learning Objective: Oral Proficiency

### Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of oral proficiency in the target language system (see descriptors of this level in the Criterion Description below). WOLC selected this benchmark based on the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: <https://bit.ly/ACTFLOPITW>).

### Attached Files

 [OralProficiencyWorkplacePoster.pdf](#)

#### RELATED ITEM LEVEL 2

### Indicator: Oral Proficiency

### Indicator Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors (to include all teacher candidates) will take the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency Interview - Computerized (OPI-C) SHSU Testing Center.

### Criterion Description:

All major students taking the OPI-C will obtain a minimum score of Advanced Low. ACTFL describes this level as follows:

“Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker’s dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing

noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly. (see pg. 14, [https://bit.ly/OPI-C\\_familiarization](https://bit.ly/OPI-C_familiarization))

Sample questions can be seen in the ACTFL OPIc Examinee Handbook (<https://bit.ly/OPI-Chandbook>).

#### Attached Files

 [actfl-fam-manual-opic.pdf](#)

 [opic-examinee-handbook.pdf](#)

#### Findings Description:

All students who graduated in 2021-2022 achieved Advanced Low status on the OPIc or were native speakers of Spanish.

#### RELATED ITEM LEVEL 3

##### Indicator: Oral Proficiency

##### Action Description:

WOLC will continue to test graduating students using the OPIc while exploring less expensive alternatives.

#### RELATED ITEM LEVEL 1

##### Learning Objective: Written Proficiency

##### Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: <https://bit.ly/ACTFLOPITW>)

#### RELATED ITEM LEVEL 2

##### Indicator: Written Proficiency

##### Indicator Description:

WOLC is reviewing instruments that will measure students' written proficiency. We have gathered widely recognized sample instruments, including the ACTFL Written Proficiency Test, Avant Standards-Based Measurement of Proficiency (STAMP), and Diplomas de Español como lengua extranjera (*Diplomas of Spanish as a Foreign Language*, DELE).

##### Criterion Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: <https://bit.ly/ACTFLOPITW>)

“Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of

oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. (find more information here: <https://bit.ly/ACTFLWriting>)

Attached Files

 [OralProficiencyWorkplacePoster.pdf](#)

**Findings Description:**

WOLC will continue its evaluation of written proficiency measures and report findings in the 2022-2023 cycle.

RELATED ITEM LEVEL 3

**Indicator: Written Proficiency**

**Action Description:**

WOLC will continue its evaluation of written proficiency measures and report findings in the 2022-2023 cycle.

## Goal: Teacher Certification Preparation

**Goal Description:**

WOLC will work with the School of Teaching and Learning to prepare teacher candidates with the knowledge, skills, and dispositions required to earn Texas EC-12 Certification in Spanish.

**Providing Department:** Spanish BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Learning Objective: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment**

**Learning Objective Description:**

- 1)Teacher candidates will demonstrate their understanding of theories of language acquisition at various phases of development and use this knowledge to create a supportive learning environment that includes target language input and opportunities for negotiating meaningful interaction.
- 2)Teacher candidates will demonstrate a variety of instructional practices that reflect language outcomes and articulated program model

RELATED ITEM LEVEL 2

**Indicator: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment**

**Indicator Description:**

Spanish teacher candidates will be assessed by their performance on the ACTFL/CAEP rubric *Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs* and *Standard 5: Assessment of Languages and Cultures – Impact on Student Learning* from the Program Standards for the Preparation of Foreign Language Teachers (see rubrics here: <https://bit.ly/ACTFLCAEP>).

Attached Files

 [ACTFLCAEPStandards2013\\_v2015.pdf](#)

**Criterion Description:**

Prior to graduation, all teacher candidate students will be observed during their teaching internship and evaluated using the ACTFL/CAEP rubric *Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs* and *Standard 5: Assessment of Languages and Cultures – Impact on Student Learning*. These domains include the following competencies:

- Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
- Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.
- Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.
- Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
- Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

### Findings Description:

All graduating seniors were observed using the ACTFL/CAEP rubric and achieved appropriate ratings.

#### RELATED ITEM LEVEL 3

### Indicator: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment

#### Action Description:

WOLC will continue to use this measure of teacher candidate's ability to incorporate language acquisition theories in instructional practices and assessment.

#### RELATED ITEM LEVEL 1

### Learning Objective: Integration of Standards in Curriculum And Instruction

#### Learning Objective Description:

- 1) Teacher candidates will demonstrate an understanding of the goal areas and standards of the ACTFL Standards for Foreign Language Learning and the Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English (LOTE).
- 2) Teacher candidates will integrate these standards into curricular planning and language instruction.
- 3) Teacher candidates will use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

#### RELATED ITEM LEVEL 2

### Indicator 1: Integration of Standards in Curriculum and Instruction

#### Indicator Description:

Spanish teacher candidates will be assessed by their performance on *Domain 1: Instruction and Assessment* of the TExES LOTE Representative Exam.

#### Criterion Description:

Prior to graduation, all teacher candidate students will take the LOTE Representative and score 80% or higher for *Domain 1: Instruction and Assessment*. This domain includes the following competencies:

- The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the TEKS for LOTE and promote all students' success as language learners.
- The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the TEKS for LOTE.

The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

### Findings Description:

All graduating students achieved an 80% or higher for *Domain 1: Instruction and Assessment*.

### RELATED ITEM LEVEL 3

#### **Indicator 1: Integration of Standards in Curriculum and Instruction**

##### **Action Description:**

WOLC will continue to use this measure of teacher candidates' understanding of the integration of standards in curriculum and instruction.

### RELATED ITEM LEVEL 2

#### **Indicator 2: Integration of Standards in Curriculum and Instruction**

##### **Indicator Description:**

Spanish teacher candidates will be assessed by their performance on the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction* from the Program Standards for the Preparation of Foreign Language Teachers (see rubrics here: <https://bit.ly/ACTFLCAEP>).

##### Attached Files

 [ACTFLCAEPStandards2013\\_v2015.pdf](#)

##### **Criterion Description:**

Prior to graduation, all teacher candidate students will be observed during their teaching internship and evaluated using the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction*. This domain includes the following competencies:

- Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.
- Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.

Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

##### **Findings Description:**

All teacher candidates were observed during their teaching internship and evaluated using the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction*. All students achieved an appropriate rubric score.

### RELATED ITEM LEVEL 3

#### **Indicator 2: Integration of Standards in Curriculum and Instruction**

##### **Action Description:**

WOLC will continue to use the ACTFL/CAEP rubric to assess students' performance during their teaching internship.

### RELATED ITEM LEVEL 1

#### **Learning Objective: Teacher Candidate Professionalism**

##### **Learning Objective Description:**

- 1) Teacher Candidates will engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.
- 2) Teacher Candidates will know the value of foreign language learning in overall student success and will embrace their role as advocates with students and their parents, colleagues, and community stakeholders to promote the field.

### RELATED ITEM LEVEL 2

#### **Indicator: Teacher Candidate Professionalism**

##### **Indicator Description:**

Prior to graduation, all teacher candidates will give a Capstone presentation that targets the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics* (see rubrics here: <https://bit.ly/ACTFLCAEP>)

#### Attached Files

 [ACTFLCAEPStandards2013\\_v2015.pdf](#)

#### Criterion Description:

Prior to graduation, all teacher candidates will give a Capstone presentation that targets the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics*. A panel of WOLC faculty in Spanish will use the ACTFL CAEP rubric to assess students' performance. The domains included in the Capstone include the following competencies:

- Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
- Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.
- Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.
- Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.
- Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

#### Findings Description:

All teacher candidates gave a Capstone presentation and achieved appropriate scores on the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics* (see rubrics here: <https://bit.ly/ACTFLCAEP>)

#### RELATED ITEM LEVEL 3

#### Indicator: Teacher Candidate Professionalism

#### Action Description:

WOLC will continue to use this measure of teacher candidate professionalism.

## Update to Previous Cycle's Plan for Continuous Improvement Item

### Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

#### Closing Summary

1. Complete ongoing analysis of oral data (online vs. f-t-f) in 2020-2021 cycle.
2. Create and implement new upper-level Spanish courses as a result of the BA Review at the Department level.
3. Collect a greater sample size of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.
4. Adopt a common text/method for Spanish 3361 to create a uniform composition experience across all classes.

#### Update of Progress to the Previous Cycle's PCI:

#### Closing Summary

1. Complete ongoing analysis of oral data (online vs. f-t-f) in 2021-2022 cycle.



Due to a department leadership change, we suspended this goal for 2021-2022 and will reinstate it in 2022-2023.

2. Create and implement new upper-level Spanish courses as a result of the BA Review at the Department level.

WOLC implemented new upper-level courses as part of the new minor in Spanish Interpretation and Translation for Health Professions.

3. Collect a greater sample size of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.

Due to the ongoing impact of COVID-19, study abroad in Costa Rica was again suspended during 2022. We have proposed a program for Summer 2023 and will redouble our data collection efforts.

4. Adopt a common text/method for Spanish 3361 to create a uniform composition experience across all classes.

Pending the new WOLC BA, this effort has been suspended until 2022-2023.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

1. Integrate the Spanish BA with WOLC BA.

2. Complete ongoing analysis of online vs face-to-face instruction in the 2022-2023 cycle.

3. Collect a larger sample of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.