Spanish BA

Goal ALL majors: 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 ALL majors: 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 ALL majors: 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 AVANT STAMP test in the SHSU Testing Center.

Criterion Description:

All major students taking the AVANT STAMP 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.

Findings Description:

Due to extremely long delays in implementation, AVANT STAMP was not available to students during the previous cycle. This measure will be implemented in the next cycle with a sample of graduating seniors.

RELATED ITEM LEVEL 3

Action ALL majors: Oral Proficiency

Action Description:

WOLC is THRILLED to report that AVANT STAMP is now an active test available on campus. We will organize assessment of a sample of graduating seniors, and these data will be reported at the end of the 2024-2025 cycle.

RELATED ITEM LEVEL 1

Learning Objective ALL majors: 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 ALL majors: 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's meta-analysis of commercially available writing tests indicates that the AVANT testing program will include the best instruments for assessing the language proficiency of graduating SPAN majors. In addition to high quality testing, the AVANT program combines language skills on a single instrument and the company will provide access to detailed testing outcomes.

Action ALL majors: Written Proficiency

Action Description:

WOLC is THRILLED to report that AVANT STAMP is now an active test available on campus. We will organize assessment of a sample of graduating seniors, and these data will be reported at the end of the 2024-2025 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

Learning Objective TCP1: 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

Indicator TCP1: 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 teacher candidates met the appropriate benchmark, meaning that they received overall *acceptable* scores on 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*. The scale for this instrument is: *unacceptable, acceptable, target*. It is widely recognized that the *target* rating is achieved only by teachers with multiple years of instructional experience; therefore, *acceptable* is an appropriate benchmark.

To achieve a score of *acceptable* means that a student clearly demonstrates their knowledge in the following pedagogical domains:

- principles of language acquisition
- child and adolescent development
- real-world applications of assessment measures
- implications and applications of assessment data
- communication with stakeholders (e.g., students, parents, administrators, community)

Therefore, an *acceptable* rating for integration of standards into their teaching practice requires candidates to marry their knowledge of pedagogy with their understanding of national standards. The instrument used to evaluate teacher candidates is identical to that used to evaluate in-service teachers. Thus the *acceptable* rating is a reliable indicator of future success.

RELATED ITEM LEVEL 3

Action TCP1: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment
Action Description:
WOLC will retain this indicator as teacher candidate performance on 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* is a reliable indicator of candidate pedagogical knowledge and of future success.

RELATED ITEM LEVEL 1

Learning Objective TCP2: 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 TCP2.1: 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 teacher candidates met the appropriate benchmark, meaning that they all scored higher than 80% on *Domain 1: Instruction and Assessment*. This remains an excellent metric for measuring teacher candidate preparedness in this area.

RELATED ITEM LEVEL 3

Action TCP2.1: Integration of Standards in Curriculum and Instruction

Action Description:

WOLC will retain this indicator as teacher candidate performance on *Domain 1: Instruction and Assessment* of the *TExES LOTE Representative Exam* is a reliable indicator of future success on the TExES LOTE 613 exam, which is a requirement for Spanish Teacher Certification in the State of Texas. It also indicates that candidates have the requisite knowledge to teach Spanish in K-12 programs.

RELATED ITEM LEVEL 2

Indicator TCP2.2: 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 met the appropriate benchmark, meaning that they received overall *acceptable* scores on on the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction*. The scale for this instrument is: *unacceptable, acceptable, target*. It is widely recognized that the *target* rating is achieved only by teachers with multiple years of instructional experience; therefore, *acceptable* is an appropriate benchmark.

To achieve a score of *acceptable* means that a student clearly demonstrates their ability to integrate national standards for language education with recognized proficiency benchmarks while covering district-established topics. The *ACTFL World-Readiness Standards* include effective communication, cultural competence, diverse interdisciplinary perspectives, effective cultural and linguistic comparison skills, and community participation. Proficiency benchmarks indicate how students should be able to use language at varying levels. For example, a Novice Low student should be able to exchange greetings and name familiar objects, while an Advanced High student should be able to narrate accurately across time frames and compensate for vocabulary limitations.

Therefore, an *acceptable* rating for integration of standards into lesson plans requires teacher candidates to marry the above-mentioned standards with level-appropriate grammar and vocabulary while also meeting district requirements. The instrument used to evaluate teacher candidates is identical to that used to evaluate in-service teachers. Thus the *acceptable* rating is a reliable indicator of future success.

Action TCP2.2: Integration of Standards in Curriculum and Instruction
Action Description:

WOLC will retain this indicator as teacher candidate performance on ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction* is a reliable indicator of future success and a candidate's ability to complete essential language teacher tasks.

Learning Objective TCP3: 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.

Indicator TCP3: 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 met the appropriate benchmark, meaning that they received overall *acceptable* scores on the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics*. These rubrics are used to evaluate capstone projects from graduating teacher candidates in which they give a presentation and submit a plan for ongoing professional development. The presentation includes the following topics:

- Cultural understanding through perspectives, products, and practices
- Linguistics and the changing nature of language
- Analysis of literary/cultural and interdisciplinary texts
- Value of linguistic and cultural understanding in an increasingly interconnected world

To receive an *acceptable* score on these two rubrics, teacher candidates must give a culturally appropriate presentation on a topic that requires inquiry and reflection. The presentation must be respectful and accurate, and must end with an advocacy statement that addresses the importance of language education. The plan for professional development must include discipline-specific and general pedagogical activities.

Therefore, an *acceptable* rating for cultures, linguistics, literatures, and concepts from other disciplines and professional development, advocacy, and ethics, requires candidates to demonstrate their cultural competence, knowledge of linguistics, textual analysis skills, and abilities to engage in inquiry and reflection. Candidates must also demonstrate their familiarity with professional development needs. The instrument used to evaluate teacher candidates is identical to that used to evaluate in-service teachers. Thus the *acceptable* rating is a reliable indicator of future success.

RELATED ITEM LEVEL 3

Action TCP3: Teacher Candidate Professionalism
Action Description:
WOLC will retain this indicator as teacher candidate performance on ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics* is a reliable indicator of future success and a candidate's understanding of essential aspects of the language teaching profession.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):
Closing Summary
1. Integrate the Spanish BA with WOLC BA.

2. Complete ongoing analysis of online vs face-to-face instruction in the 2023-2024 cycle. This will include an expanded pilot test of Time2Talk and a plan for piloting new course modalities.

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.

Update of Progress to the Previous Cycle's PCI:

In addition to retaining measures related to Teaching Candidates and piloting the AVANT testing program for all majors and minors, WOLC proposed three goals in the 2023-2024 plan for continuous improvement. These goals were not completed, but they have been revised to reflect current department needs.

1. The WOLC BA has been delayed, but will be proposed during the 2024-2025 cycle. The proposal has undergone significant revisions since discussions first began, and the WOLC Curriculum Team has ensured that students will be able to recognize and articulate the value of language education and cultural competence. The team has also ensured that Spanish teaching candidates will be better served by the courses offered under the WOLC BA program.

2. Unfortunately, Time2Talk closed its doors in Fall 2023, thus this goal had to be revised. WOLC will pilot test similar authentic communication services to improve outcomes for online language students. This will serve Spanish language students, but we will also seek programs that include other languages in our department.

3. WOLC did not launch study abroad success metrics this year, relying instead on student self-reporting of experiences. We will use these self-reports to inform our metrics for Summer 2025 study abroad assessment measures.

New Plan for Continuous Improvement Item

Closing Summary:

In addition to retaining measures related to Teaching Candidates and piloting the AVANT testing program for all majors and minors, WOLC proposes the following goals in the 2024-2025 plan for continuous improvement. These may be revised during the cycle, depending on department and student needs.

1. Finalize WOLC BA proposal and prepare for launch.
2. Begin process of proposing 4+1 program for Spanish BA to MA.
3. Include Cultural Competence measure to accompany language proficiency.