STATE OF OKLAHOMA RECOGNITION REPORT ON THE INITIAL PREPARATION OF FOREIGN LANGUAGE TEACHERS

This is:
X an existing program   ☐ a new program

This report is in response to a(n):

☐ ***Initial Review   ☐ *Revised Report   X *Response to Condition

*__Northeastern State University__
[insert name of institution submitting the program report]

*October 8, 2010 [insert date of review: Month/Day/Year]

*Program(s) Covered by this Review: **Cherokee Education**	*Program Type:	*Award or Degree Level(s)
	X Initial teacher license in field ☐ Advanced program leading to another professional role in special education	**Initial** X Baccalaureate ☐ Post baccalaureate ☐ Initial Master's ☐ Endorsement, Certificate, or License (specify)_____ _____] **Advanced** ☐ Master's ☐ Post Master's ☐ Specialist ☐ Doctorate ☐ Endorsement, Certificate, or License (specify)_____ _____]

PART A—RECOGNITION DECISION (see Section G for specifics on decision)

A.1—Decision on recognition of the program(s):
☐ Recognized
X Recognized with conditions
☐ Recognized with probation – *previously recognized program*
☐ Further development required – *program not previously recognized*
☐ Not recognized* - *third or subsequent submission*

*A program can receive a decision of Not Recognized only after two submissions are unsuccessful in reaching either Recognized or Recognized with Conditions.

A.2—Test Results (from information supplied in Assessment #1)

The program meets or exceeds an 80% pass rate on state licensure exams:

X Yes ☐ No ☐ Not applicable ☐ Not able to determine

Comments: The Subject Area Test for Cherokee was first given in 2007. Since then two completers have taken the test. Both passed.

A.3—Summary of Strengths:
The program has addressed concerns from the initial review in 2007. It is evident from the quality of the majority of the assessments presented that a great deal of time and effort was expended to address the concerns of the initial review. Several new assessments that have strong potential to yield valid information have been developed, including the Subject Area Test for Cherokee and the Cherokee Oral Proficiency Interview. Several other assessments and rubrics have been revised or developed to directly reflect ACTFL/NCATE standards, as well as link to ACTFL's 5 Cs. There are strong links between the program and the Cherokee Nation, Cherokee Immersion programs in area schools, and Native American languages professional organizations and events to afford candidates opportunities for both linguistic and professional growth. The Cherokee Education Program at Northeastern State is well on its way to becoming a quality teacher education program with the additional potential to be an outstanding model for native language revitalization programs in the U.S.

PART B—STATUS OF MEETING STATE STANDARDS
M = Met   MC = Not Met   PM = Potential to Meet (for new programs with no data)

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
CONTENT STANDARDS				
Standard 1 Language, Linguistics, Comparisons. **Candidates (a) demonstrate a high level of proficiency in the target language, and**	**Met with Conditions (MC)**			

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[2] More than one column may be used for competencies decisions if the program report encompasses more than one program.

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.				

General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard.

Assessment 1- OSAT: The competency chart provided indicates good alignment with Standards 1a and 1c. The accompanying data table needs to reflect how many candidates approach, meet or exceed each standard.

Assessment 2 – Symposium Project/Presentation: This assessment is also a good measure for Standards 1a and 1c. Its rubric contains well-defined performance levels with criteria aligned to standards. The data table is also aligned to standard, but does not provide information on the number and percent of candidates approaching, meeting and exceeding standard. As candidate/completer numbers increase, showing this on the present table will become more problematic.

Assessment 3 - Teaching Units and Presentation: This assessment is clearly aligned to Standards1a and 1c. The instructions to candidates are clear; the rubric has well-defined levels and the criteria are aligned to standards. However, the data table could be designed to better highlight the number and percent of candidates approaching, meeting and exceeding standard. As candidate numbers increase, the table as is may become problematic.

Assessment 4 – Internship Evaluation: This assessment addresses all subareas of Standard 1. However, while it is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores.

Assessment 6 – Cherokee Oral Language Interview: A robust assessment for Standards 1a and 1b that provides a clear and detailed description of the task for candidates. However, there is no explanation of how the program plans to use the three separate rubrics provided (Novice, Intermediate and Advanced) to determine the number/percent of candidates reaching the expectation of High Intermediate.

Assessment 7 – Linguistic Analysis/Cherokee Grammar Workbook: Strong alignment to Standards 1b and 1c; Well-developed rubric with clear descriptions of various performance levels. However, the instructions to students contains a section that seems out of place – a listing of candidate outcomes.

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
Standard 2 Cultures, Literatures, Cross-Disciplinary Concepts. **Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.**	**Met with Conditions (MC)**			

General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard.

Assessment 1- OSAT: The competency chart provided indicates good alignment with Standards 2a-c. The accompanying data table needs to reflect how many candidates approach, meet or exceed each standard.

Assessment 2 – Symposium Project/Presentation: This assessment is also a good measure for Standards 2b. Its rubric contains well-defined performance levels with criteria aligned to standards. The data table is also aligned to standard, but does not provide information on the number and percent of candidates approaching, meeting and exceeding standard. As candidate/completer numbers increase, showing this on the present table will become more problematic.

Assessment 3 - Teaching Units and Presentation: This assessment is clearly aligned to Standards 2b and 2c. The instructions to candidates are clear; the rubric has well-defined levels and the criteria are aligned to standards. However, the data table could be designed to better highlight the number and percent of candidates approaching, meeting and exceeding standard. As candidate numbers increase, the table as is may become problematic.

Assessment 4 – Internship Evaluation: This assessment addresses all subareas of Standard 2. However, while it is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores.

Standard 3 Language Acquisition Theories and Instructional Practices. **Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning enviroMCent that includes target language input and opportunities for negotiation of meaning**	**Met with Conditions (MC)**			

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.				

General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard.

Assessment 1- OSAT: The competency chart provided indicates good alignment with Standards 3a-b. The accompanying data table needs to reflect how many candidates approach, meet or exceed each standard.

Assessment 3 - Teaching Units and Presentation: This assessment is clearly aligned to Standards 3a-b. The instructions to candidates are clear; the rubric has well-defined levels and the criteria are aligned to standards. However, the data table could be designed to better highlight the number and percent of candidates approaching, meeting and exceeding standard. As candidate numbers increase, the table as is may become problematic.

Assessment 4 – Internship Evaluation: This assessment addresses all subareas of Standard 3. However, while it is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores.

Assessment 7 – Linguistic Analysis/Cherokee Grammar Workbook: Strong alignment to Standards 3a; Well-developed rubric with clear descriptions of various performance levels.

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
Standard 4 Integration of Standards into Curriculum and Instruction. **Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language* Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.**	**Met with Conditions (MC)**			

General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard.

Assessment 1- OSAT: The competency chart provided indicates an alignment of Competency 0010 with Standards 4a-c, but the actual description of the competency makes no mention of assessment.

Assessment 3 - Teaching Units and Presentation: This assessment is clearly aligned to Standards 4a-c. The instructions to candidates are clear; the rubric has well-defined levels and the criteria are aligned to standards. However, the data table could be designed to better highlight the number and percent of candidates approaching, meeting and exceeding standard. As candidate numbers increase, the table as is

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
may become problematic. Assessment 4 – Internship Evaluation: This assessment addresses all subareas of Standard 4. However, while it is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores.				
Standard 5 Assessment of Language and Cultures. **Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.**	**Met with Conditions (MC)**			
General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard. Assessment 3 - Teaching Units and Presentation: This assessment is clearly aligned to Standards 5a-b. The instructions to candidates are clear; the rubric has well-defined levels and the criteria are aligned to standards. However, the data table could be designed to better highlight the number and percent of candidates approaching, meeting and exceeding standard. As candidate numbers increase, the table as is may become problematic. Assessment 4 – Internship Evaluation: This assessment addresses all subareas of Standard 5. However, while it is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores. Assessment 5 – Pre and Post Assessments for Lesson Plans from Assessment 3: Good alignment to all subareas of Standard 5. Instructions to candidates are clear, although there is little mention of language. The rubric is aligned with the assessment and standards, but again there is no reflection that this is a language assessment issue.				
Standard 6 Professionalism. **Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become**	**Met with Conditions (MC)**			

Standard	Specific Program or Level[2]	Specific Program or Level	Specific Program or Level	Specific Program or Level
advocates with students, colleagues, and members of the community to promote the field.				
General Comment: A major reason for the Met with Conditions (MC) level is the lack of data. See below for comments on individual assessments presented for this standard. Assessment 4 – Internship Evaluation: This assessment is presented as addressing Standard 6, but it is questionable that it is a valid measure in the format presented – as few areas in professionalism can be assessed on a simple observation form. . In addition, while this assessment is described as a TWS, what is provided is a student teaching observation form with a rubric that does not relate to the assessment and a scoring guide that lacks scores. Assessment 8 – Professional Development Participation-OK Native American Language Association Conference: This assessment strongly aligns to this standard and is an innovative way to address the area of professionalism. The assessment instructions are detailed and the rubric descriptors clearly differentiate between performance levels.				

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates' knowledge of content.   Performance-based competencies addressed in this entry could include (but are not limited to) Competencies 1-3. Information from Assessments #1, #2 and #6 should provide primary evidence in this area. (Assessments #7-#8 may also focus on content knowledge.)

Several well-designed assessments are provided to measure candidate knowledge of content: Assessment 1 – OSAT aligns with the majority of the standards related to knowledge in the areas of language structure, acquisition, instruction, and assessment. Assessment 7-Cherokee Grammar Workbook Project is a strong measure of candidate knowledge of the essential structures of the language and the newly developed Assessment 6-Cherokee Oral Language Interview has great potential to provide data on the ability of candidates to use the language in real life settings. In addition to these assessments, several others contain components of content knowledge measurement in the context of application, such as Assessment 3-Teaching Units and Presentation.

C.2—Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #7-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

Assessments provided to measure pedagogical and professional content knowledge, skills and dispositions include Assessment 3 – Teaching Units and Presentation and Assessment 4-Internship Evaluation. Both have the potential to provide data on program effectiveness in this area when more candidates become completers. Assessment 4 needs to be revisited and decisions made as to the format to go forward with, while maintaining alignment with ACTFL/NCATE standards.

C.3—Candidate effects on P-12 student learning. Information from Assessment #5 should provide primary evidence in this area. (Assessments #7-#8 may also focus on student learning.) *Assessment 5-Pre and Post Assessment for Lesson Plans from Assessment 3-will be a good source of information on candidate effect on P-12 student learning.*

Critical to all the above is additional data on program completers.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report.)
Section V of the report clearly demonstrates that the program studied the recommendations made in the initial review and acted on the majority. They have modified the course of study, developed new assesments and collaborated with ACTFL, OCTP and the OK State Department of Education in the development of the OSAT in Cherokee and the Cherokee Oral Proficiency Interview. They are aware that 1) they only have data on two of their eight assessments 2) that this data comes from only 2 completers and that 3) because of these low numbers they cannot generalize. However, they have looked at what data they have and made changes that are supported by other sources as well. There is great potential for this program.

PART E—AREAS FOR IMPROVEMENT

See comments above and in Part F.1 below, and conditions in the chart in Part G.

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in sections B-D:
* Be consistent in listing which standards are covered in a particular assessment across the different parts of the report. For example, Section II lists the OSAT as covering Standards 1-5, but the actual assessment description lists the OSAT as covering all standards except 1c.

* Insure there is alignment between Sections II, Section III, and the descriptions of the individual assessments. In addition, use the same title for an assessment throughout the report. Titles for assessments were not always the same in Sections II and IV.

* Choose the best fitting assessment(s) to present for a particular standard. Presenting an excessive number of standards for a particular standard weakens the case for the program having assessments strongly linked to standards.

F.2—Concerns for possible follow up by the Board of Examiners:

PART G: TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

☐ **Program is recognized.** The program is recognized through the semester and year of the institution's next accreditation visit in 5-7years. To retain recognition, another program report must be submitted before that review. The program will be listed as recognized through the semester of the next review on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the semester of the next accreditation review, in its published materials.
Subsequent action by the institution: None. Recognized programs may not file revised reports addressing any uMCet competencies or areas for improvement.

X Program is recognized with conditions. The program is recognized through October 2012. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.
Subsequent action by the institution: To retain accreditation, a report addressing the conditions to recognition must be submitted within 18 months of the date of this report, no later than April 2012. The report must address the conditions specified in the box below. Failure to submit a report by the date specified above will result in loss of recognition.

☐ **Program is recognized with probation.** This determination is appropriate only for programs which have been previously recognized. The program is recognized through [date to be filled in by OCTP]. The program will be listed as recognized on websites and/or other publications of the OCTP. The institution may designate its program as recognized by OCTP, through the time period specified above, in its published materials.
Subsequent action by the institution: To retain accreditation, a report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in loss of recognition.

☐ **Further development required.** This determination is appropriate only for programs which have not been previously recognized and indicates the program does not yet satisfy requirements for recognition.
Subsequent action by the institution: A report addressing the concerns identified in the recognition report must be submitted within 12 months of the date of this report, no later than [date to be filled in by OCTP]. The unit has the option of submitting a new report for recognition within the same time frame. Failure to submit a report by the date specified above will result in program status changed to Not Recognized.

☐ **Program is not recognized.** Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the accreditation visit is held, unless a revised program report is submitted in or before that semester.
Subsequent action by the institution: A revised report, addressing uMCet competencies, may be submitted within 18 months of the date of this report, no later than [date to be filled in by OCTP]. The institution may submit a new program report at any time. Another program report must be submitted before the next accreditation visit.

For further information on due dates or requirements, contact Angie Bookout or Linda Reid at the OCTP (405-525-2612).

X **Recognition with conditions:** The following conditions must be addressed within 18 months (see above for specific date):

- Revise Assessment #4 - Internship Evaluation to more closely reflect a teacher work sample (TWS). The assessment description says it is a TWS, but what is presented is a student teacher observation form. Align the accompanying rubric with the assessment.

- Provide an explanation/ crosswalk/conversion table for Assessment #6 - Cherokee Oral Proficiency Interview to illustrate how the program uses the three separate rubrics given (Novice, Intermediate and Advanced) to determine the number/percentage of candidates achieving the stated goal of High Intermediate.

- Revise the instructions to candidates for Assessment 7 - Linguistic Analysis/Cherokee Grammar Workbook. As presented, it is mostly written in the third person and sounds more like an assessment description than directions for completing an assignment. Other assessment directions to candidates use the standard "In this assignment, you will….." In addition, the third paragraph is a list of candidate outcomes and seems out of place with instructions for an assignment.

- Expand on the data chart for Assessment 1, OSAT, to indicate performance levels by individual standards, reflected by sub-area scores.

- Redesign the data tables to provide space for more candidates and more detail. As presented the space allocated on the data tables for individual mean scores of completers is adequate, but as the number of candidates and completers increases, that space will not be sufficient. When revising the data tables, also add space to present the number and percentage at approaches, meets and exceeds standard.

- Collect, analyze and present additional data. Currently no candidate data exists for six of the eight assessments (Assessments 3-8) and data on only two completers is presented for the other two assessments (Assessments 1 and 2).

For new programs, the completion of Section 5 is an automatic condition.

**Oklahoma Commission for Teacher Preparation
Program Report for the
Preparation of Foreign Language Teachers**

C O V E R   S H E E T

Institution: Northeastern State University

Date submitted: September 15, 2010

Name of Preparer: Mr. Wyman Kirk, Cherokee Education Program Coordinator

Phone #: Kirk, 918-444-3683 _____ **Email** kirkwo@nsuok.edu

NCATE Coordinator: Dr. Pamela Fly, Associate Dean

Phone #: Fly 918-449-6512_____ **E-mail:** fly@nsuok.edu

Program documented in this report:
    Name of institution's program: Cherokee Education
    Grade levels for which candidates are being prepared: K-12
    Degree or award level: Bachelor of Arts in Education
    Is this program offered at more than one site? ☐ **Yes**　**X No**
      List the sites at which the program is offered

    Title of the state license for which candidates are prepared
    Native American Language (code 2010)

Program report status:
    ☐ **Initial Review**
      ☐**New Program**
      ☐**Existing Program**
    ☐ **Response to a Not Recognized Decision**
    X Response to Recognition With Conditions* - <mark>First State Approval</mark>

*The original program review was submitted in January, 2007 with the recognition report received in June, 2007. Due to low program completer numbers, the unit received an extension in November, 2008 to allow NSU to submit this response to conditions in the same timeframe as other program reviews. Subsequent changes at NCATE and a delay of one year for all NCATE institutions (Dec. 2008) led us to this submission date. Acknowledging the extended time frame from the original submission, the program has prepared its documentation in line with an initial report.

SECTION I—CONTEXT

General Overview

      Northeastern State University (NSU) was founded in 1851 as the Cherokee National Female Seminary in Tahlequah, Oklahoma, a fulfillment of a stipulation of the Treaty of 1835 between the United States and the Cherokee Nation to provide higher education for the Cherokees. In March 1909, two years after statehood, the state legislature purchased the building, land, and equipment from the Cherokee Tribal Government to establish the Northeastern State Normal School. Firmly connected to its Cherokee roots, Northeastern State Normal School has undergone much growth and many name changes to become a university enrolling approximately 10,000 students in undergraduate and graduate programs across three campuses: the main campus in Tahlequah, a branch campus in Broken Arrow, a Tulsa suburb, and a third campus in Muskogee, Oklahoma. As a public, regional university in eastern Oklahoma, NSU provides education and cultural experiences for 17 counties which include highly rural as well as metropolitan / suburban areas.

      NSU is the state's largest teacher preparation program in terms of enrollment. The College of Education oversees all programs and works in collaboration with other colleges through formal governance structures and informal, cooperative meetings. The COE dean is the head of the unit. The Cherokee Education Degree Program operates within the Department of Languages and Literature which itself is under the College of Liberal Arts. Languages and Literature has three main focus areas, English, Foreign Languages, and Cherokee. Degrees are currently offered in English Education, English B.A., Spanish Education, Spanish B.A., Cherokee Education, Cherokee B.A.

      Enrollment figures from fall 2009, the most recent available, indicate approximately 1400 initial candidates and over 450 advanced and continuing preparation candidates in programs across three undergraduate and one graduate college. Enrollment in Cherokee courses for fall of 2009 had about fifty students including approximately 19 Cherokee Education majors.   All courses originate on the Tahlequah campus.

1. Description of any state or institutional policies that may influence the application of SPA standards.

      Cherokee Education is one of the newest degree programs at NSU, and it originated through a joint effort between NSU and the Cherokee Nation. After an extensive language survey in 2002, the Cherokee Nation's Principal Chief, Chad Smith reported, "We are only one generation away from losing the Cherokee language." Specifically, survey findings showed that almost all fluent speakers are over 50 years of age, that children were not learning Cherokee, and that the language was spoken infrequently in most language spaces. These findings were the driving force behind the Cherokee Education Degree Program as well as the Cherokee

Immersion School and related public-school initiatives being developed throughout the federally recognized jurisdictional boundaries of the Cherokee Nation.

The Cherokee Education program development required application to the Oklahoma State Board of Education to develop competencies for Cherokee educators, collaboration with the Nation to determine the needs of its children and schools, work with noted linguists and native language experts to evaluate and determine the "difficulty" level of the language in terms of written and oral communication, and finally coordination with the Oklahoma Commission for Teacher Preparation to develop a certification test. Results of these processes included Oklahoma State Regents for Higher Education (OSRHE) approval to offer the program and conditional approval to recommend candidates by the Oklahoma Commission for Teacher Preparation (OCTP). During the time frame from conditional approval to date, the program has continued to evolve as it works within the structure of the teacher preparation system to meet the needs of its constituents. In the truest sense, NSU's Cherokee Education program completes the circle begun in 1851 with the promise of providing higher education opportunities and a focus of what is now Northeastern State University to serve the Cherokee Nation and northeastern Oklahoma.

Language revitalization tasks require a different focus than starting a non-endangered foreign language program at a university. The needs and requirements of language revitalization (i.e., a primary focus on conversational capacity building) do not always align with ACTFL requirements (i.e. degreed fluent speakers, a wide body of literature, study away program opportunities, etc). Thoughtful and diligent effort is being made to balance the language revitalization needs and ACTFL requirements. Creativity has been the key word for the Cherokee Language group in matching the components of language program such as Japanese, French, or Spanish:

Diverse Genre of Literature	Exploring writing workshops for Cherokee writers. Collecting of all known Cherokee written documents, most of which are either legal materials or traditional myths and legends.
Degreed Fluent Speakers	Team approach matching degreed language learners with non-degreed fluent speakers.
Study Abroad – Engaging in Language Use in Natural Type Environments	This will be a created environment where most conversation will be in Cherokee. As more speakers are developed they will be added to the program and create a more well rounded experience.

While these activities do not exactly match the typical foreign language education program, they are in the spirit of the ACTFL mission "To provide vision, leadership and support for quality teaching and learning of languages." Given that the program's existence, purpose, and function directly relate to language revitalization, our focus during the program's initial implementation and ongoing development remains upon oral production skills, especially in regard to conversational capacity building. Beginning in fall 2010, candidates enrolled in

intermediate and advance Cherokee classes participate in an "immersion" lunch on a weekly basis to gain more experience in natural language environments.

In addition to these fundamental and foundational challenges, the Cherokee Education program is subject to all requirements and regulations that characterize teacher education programs across Oklahoma.   In major reform legislation passed in 1995, teacher preparation degree programs were limited by law to 124 hours except for programs exceeding that limit at the time which were grandfathered in but cannot exceed the 1995 hour requirement. Cherokee Education is a 124 hour program with forty hours for content / subject matter hours.

Beginning in 1995, all undergraduate candidates entering teacher preparation programs are required to demonstrate novice-high proficiency in speaking and listening in a foreign language or a sign language.   Of course, our Cherokee Education candidates meet this requirement through work in their major.

The state requires that all candidates for initial and advanced licensure complete a portfolio. This portfolio requirement includes specific guidelines related to starting the portfolio, contents, field and clinical experience expectations, and other information. At the initial level, the unit and programs have moved from a paper / notebook based portfolio to an electronic portfolio to facilitate data collection. This move has been phased in, beginning in spring 2007.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

NSU is fortunate to have campuses located in a geographic area which provide a variety of school settings for candidate placement. Candidates have the opportunity to be placed in over 200 surrounding school districts including urban, suburban, and rural site placements. A few private and faith-based schools complete the placement list. Due to the size of its programs, NSU places over 800 initial candidates in area schools each semester. Candidates submit three possible sites for placement requests, and then the COE's clinical education office works with school principals in those areas to begin to match candidates. Because of the special nature of the Cherokee Education program and the limited number of K-12 sites offering Cherokee, candidates in this major have fewer placement options than those in other majors. Despite the short list of sites, candidates are able to complete the elementary and secondary placements needed for K-12 certification within driving distance of the Tahlequah campus.

Generally, placement policies ensure that candidates experience diversity in all of its forms: ethnic, economic, students with special needs, mobility and English-language learners. Using state data, site information is updated annually, and each school is given a rating based upon its student population in relation to state averages in the five categories identified earlier. Schools with populations that exceed state averages in three categories are rated a 3 (highly diverse) according to the placement diversity scale; those whose populations exceed state

averages in two areas are rated 2 (diverse), and low diversity sites are rated 1. Sixty-three percent (63%) of all placement options are rated as diverse or highly diverse. Placement partnerships are finalized through formal agreements which encompass expectations for placements and training for school-based clinical faculty who supervise full interns.

At the initial level, all candidates complete two field experiences prior their full internship (student teaching) for a total of three site-based, clinical experiences. As they progress through their programs, candidates are expected to complete a field experience at least one time at a school rated 3 and one other time at a school rated 2 or higher. For each field experience, candidates are placed in the teaching license area most closely aligned with their major. Additional requirements ensure that candidates have experiences at all levels of the grade spectrum for their certificate area.

Clinical faculty (mentor teachers) must have a minimum of three years teaching experience, be certified in their content area, and demonstrate effective teaching practices as identified by their principal. For Cherokee Education majors, since the degree and certification area are quite new, sometimes K-12 faculty are not formally certified in Cherokee, but are fluent speakers. For example, at immersion schools, the faculty are certified in their subject areas such as elementary, but may not be officially dual certified in Cherokee despite their fluency. As the capacity builds, the program anticipates that more and more mentors will hold the official Cherokee certification. All clinical faculty / mentors participate in a training that includes information about the conceptual framework, candidate expectations, and assessment practices. University field coordinators who conduct observations are either faculty members or adjunct faculty who are experienced teachers. Program faculty fluent in Cherokee also observe interns in the field.

Occurring during the time candidates are enrolled in block one, EDUC 3313: Clinical Teaching/Pre-Intern I and EDUC 3113: Educational Psychology, the first field experience is designed to assist potential teacher candidates make earlier and wiser decisions relative to entrance into teacher education. Candidates spend eight full days in the classroom (64 clock hours) and have the opportunity to work with teachers in their content field and to be involved in meaningful and relevant activities. These activities include providing <u>supervision and duty assistance</u>; <u>instructional assistance</u> including tutoring, opening activities, grading of objective tests and papers; and <u>organizational / clerical assistance</u> such as attendance documentation and preparing instructional materials. Clinical faculty verify candidate completion of the experience and assess candidates using an instrument aligned with performances outlined the conceptual framework.

The second field experience (EDUC 4032 Pre-Internship II) is connected with the third professional semester which includes a content specific methods course and EDUC 4353: *Teaching Methods and Practices*. Cherokee majors take CHER 3513 Methods of Teaching Immersion Classrooms in which they develop pilot lesson plans. This lesson is then taught at the Cherokee Nation Immersion School or at another arranged site. At this point of the program, candidates have been admitted to the teacher education program and are developing the skills

and competencies to prepare them for their full internship / student teaching semester. In addition to the types of involvements found in the first field experience, candidates in this second experience spend ten full days at the school site (80 clock hours), more time interacting with students, as well as prepare and deliver three lessons which both mentor and peer feedback. Candidate assessment processes mirror those found in the first field experience.

The full internship semester is sixteen weeks and candidates are in their schools all day, all week with the exception of six seminars spaced through the semester. These seminars include a focused look at critical current issues such as classroom management, addressing the needs of diverse learners, working with students with exceptionalities, legal issues, and safety concerns. The entire 16 week experience includes over 640 school-based hours.

SECTION II— ASSESSMENTS AND RELATED DATA

In this section, list the 7-8 assessments that are being submitted as evidence for meeting the Oklahoma standards. All programs must provide a minimum of seven assessments. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
1	Cherokee Oklahoma Subject Area Test	State licensure comprehensive exam.	Prior to final full intern teaching.
2	Project and Presentation – Cherokee Cultural Topic; NSU Annual Symposium on the American Indian	Project and Presentation	Mid-program assessment, CHER 3123 Advanced Cherokee II.
3	Teaching Units and Presentation	Unit and Lesson Plans	Mid-program assessment, CHER 3513 Methods Teaching Immersion Classroom
4	Full Internship Evaluation	Performance Evaluation by Mentor Teachers	Final Internship.
5	Lesson Plan (methods) / Learning Project: Analysis of Student Learning	Project- Pre-assessment and post assessment for lesson plan in Assessment #3	Cher 3513 Methods for Immersion Course and Learning Project.
6	Cherokee Oral Proficiency Interview	Oral examination evaluating conversational ability.	Prior to full internship
7	Cherokee Grammar Workbook Project	Project on second language acquisition and linguistic knowledge.	CHER/ENGL 4093 Methods and Second Language Acquisition.
8	Professional Development participation OK Native Language Association Conference.	Reflection – Value of Foreign Language Learning.	CHER 3113 Advanced Cherokee I

[7] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
[2] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specific title and number], or completion of the program).

SECTION III—STANDARDS ASSESSMENT CHART

For each Oklahoma standard on the chart below, identify the assessment(s) in Section II that address each standard.

OKLAHOMA STANDARD[4]	APPLICABLE ASSESSMENTS FROM SECTION II
1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.	X #1 X #2 X #3 X #4 ☐#5 X #6 X #7 ☐#8
2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.	X #1 X 2 X #3 X #4 ☐#5 X #6 ☐#7 ☐#8
3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.	X #1 ☐#2 X #3 X #4 ☐#5 ☐#6 X #7 ☐#8
4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language* Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the *Standards for Foreign Language Learning* and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.	X #1 ☐#2 X #3 X ☐#4 ☐#5 ☐#6 ☐#7 ☐#8

OKLAHOMA STANDARD[4]	APPLICABLE ASSESSMENTS FROM SECTION II
5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.	X #1 ☐#2 X #3 X #4 X #5 ☐#6 ☐#7 ☐#8
6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.	☐#1 ☐#2 ☐#3 X #4 ☐#5 ☐#6 ☐#7 X #8

ATTACHMENT A
Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years as appropriate for your data span.

Program: **Cherokee Education, BA. Ed.**		
Academic Year	**# of Candidates Enrolled in the Program**	**# of Program Completers[5]**
2009-10	19	0
2008-09	29	2
2007-08	24	0

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[5] Oklahoma uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B
Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University[6]	Assignment: Indicate the role of the faculty member[7]	Faculty Rank[8]	Tenure Track (Yes/No)	Scholarship,[9] Leadership in Professional Associations, and Service: [10] List up to 3 major contributions in the past 3 years [11]	Teaching or other professional experience in P-12 schools[12]
Leslie Hannah	Ph.D., University of Oklahoma	Department Chair with Oversight of Program	Associate Professor	Yes	Fulbright Scholar 2010, Sequoyah Commission Member, Academic Dean, KSU 2007-2009, Oxford Fellow 2007	Guest lecturer in public schools on topics related to Cherokee culture and language.
Brad Montgomery-Anderson	Ph.D., University of Kansas	Professor, Cherokee Education	Associate Professor	Yes	'Reference Grammar of Oklahoma Cherokee', 'Creating partnerships between the indigenous language community and the university', 'Citing verbs in polysynthetic languages'	Provided training on Cherokee grammar to teachers at Cherokee Immersion School.
Harry Oosahwee	M.S., College Teaching, Northeastern State University	Student Advisor, Instructor in Cherokee	Instructor	No	Presenter at Sequoyah Commission Conference, Coordinator and Presenter for Cherokee Language Forum at the NSU Annual Symposium on the American Indian	Former Director of Cherokee Immersion School. Served as Student counselor in public school.

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[6] e.g., PhD in Curriculum & Instruction, University of Nebraska
[7] e.g., faculty, clinical supervisor, department chair, administrator
[8] e.g., professor, associate professor, assistant professor, adjunct professor, instructor
[9] *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
[10] *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
[11] e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program
[12] Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Phyllis Fife	Ed.D. Oklahoma State University	Instructor, Cherokee Studies	Assistant Professor	Yes	Director, Center for Tribal Studies, Northeastern State University	Director of training for teachers of limited English proficient Cherokee children
Wyman Kirk	M.A., Cultural Anthropology, Indiana University	Instructor, Cherokee Education	Assistant Professor	No	Presenter at Sequoyah Commission Conference, Presenter at NSU Annual Symposium of the American Indian, Presenter at American Society for Ethnohistory, Member of Cherokee Nation Institutional Review Board	Classroom presentations at Cherokee Immersion School. Worked as After School Teacher on Language and Culture at Marble City School.

ATTACHMENT C: Oklahoma Program Self-Assessment Table

Required Program Components	YES	NO
1. a. We develop candidates' foreign language proficiency in all areas of communication, with special emphasis on oral proficiency.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.
b. Our upper-level courses are taught in the foreign language. *NOTE: Since Cherokee is a category IV language, some pedagogical must be taught in English. Language courses are taught in the target language.*	X Describe briefly in Context narrative	☐ Explain in Context narrative.
2. We currently test our candidates' oral proficiency with the OPI on an ongoing basis and provide diagnostic feedback to candidates. *NOTE: ACTFL, program faculty, State Department, and Cherokee Nation in current conversations about how to qualify examiners. See further explanation in Assessment 6 description. Program does include simulated OPI.*	Check one: ☐ Official OPI ☐ Official Academic Institutional Upgrade ☐ Official Advanced Level Check ☐ Official OPIc (Spanish only at this time)	Check one (explain in Context narrative): X Current plan in place for requiring the OPI. ☐ No plan for requiring the OPI at this time.
3. Our program has language, linguistics, culture, and literature components.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.
4. a. Our candidates are required to take a methods course that deals specifically with the teaching of foreign languages.	Check one (describe briefly in Context narrative): X Candidates take this course as an offering in our program. ☐ Candidates take this course at another institution. ☐ Candidates take an online or distance education foreign language methods course. ☐ Other _____	☐ Explain in Context narrative.
b. The methods course that candidates take is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.
5. Our candidates complete field experiences prior to student teaching that include experiences in foreign language classrooms.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.
6. Our field experiences, including student teaching, are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.

7. We provide opportunities for our candidates to experience technology-enhanced instruction and to use technology in their own teaching.	X Describe briefly in Context narrative.	☐ Explain in Context narrative.
8. We provide opportunities for our candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community. *NOTE: See description, page 3 in narrative about current field work / interviews with native speakers and immersion activities.*	X Describe briefly in Context narrative.	☐ Explain in Context narrative.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(response limited to 3 pages)

The Cherokee Education program has undergone significant change and revision since the original program documents were submitted for review in 2007. Using the guidelines provided in that initial report, program faculty really examined all aspects of the program to discern ways to strengthen the program and the potential performances of its graduates.

Content Knowledge

Changes in the program's degree requirements, curriculum, and key assessments to improve candidate knowledge have characterized the work of program faculty and supporters during the past two years. First, the program went through the 18 month institutional and Regent-level process needed to increase the number of hours in the target language as well as the number of required courses in the degree program. The number of electives counting toward the degree has been limited. As noted in the first recognition report, the original degree program required only 29 hours of language courses. Today's program includes 43 hours of Cherokee and language acquisition courses. These additional hours in the target language represent an increase of more than 25 percent. Requirements too have been strengthened with the current degree plan. The program now requires three 4000-level courses where before candidates were only "encouraged" to take 4000 level courses. These changes in the degree requirements bring the Cherokee education program more in line with other world language programs across the state and nation.

Just as the degree program has evolved, so has the curriculum. Candidates now take a broad range of classes not only in the target language, but also courses in linguistics, language acquisition, literature, and culture/heritage. One of the biggest challenges has been access to written texts and other materials because these types of materials, while written in Cherokee, have never had a pedagogical focus. Fortunately, the program's location and work with representatives of the Cherokee Nation have provided authentic texts which can be adapted for teaching purposes. Recent partnerships between the Cherokee Nation and Apple corporation

should yield even more teaching materials and resources including specialized keyboards and iPhone Apps which can be incorporated into lessons.

Finally, in the area of content assessment, the program has seen the implementation of the certification test alluded to in the original program submission, and faculty monitor the results of that test to guide future actions. Although the number testing still remains very small, data indicate that the oral expressions subarea is the biggest challenge, and program faculty hope that changes made in key assessments requiring more oral presentation, conversation, and interactions will strengthen this area. The development of a simulated OPI should also bolster candidate content knowledge in this area.

Beyond certification tests, program personnel have revised and re-aligned every assessment to better reflect ACTFL standards in both assignment descriptions and rubrics. This direct alignment should help candidates see the efficacy of standards while at the same time provide the program with more specific data about candidate knowledge.

Professional and pedagogical knowledge, skill, and dispositions

While the program is currently implementing new versions of assessments to measure candidate pedagogical skill, past versions using data collected from generic, unit instruments suggest that program completers are able to apply their professional knowledge and pedagogical skills to design, deliver, and assess instruction. Data from internship evaluations (assessment 4) and the learning project (assessment 5) indicate candidates reach the acceptable level on all items and target level on most indicators. While having only two program completers severely limits the how much faculty can use this data to generalize program strengths / areas for improvement, they do suggest that the program is successful in preparing teachers for today's classrooms. Assessment 8 has been refined with an increased focus on dispositions and the importance of teaching languages.

Student Learning

Lastly, the program has a strong interest in how its candidates impact student learning. Program data from the general Learning Project suggest candidates are able to plan assessments and then analyze the data from those assessments to determine how well students learned the intended goals and objectives. With the implementation of a more specialized rubric for future candidates, the program will have even better information as to which areas to target for future improvements.

The Cherokee Education program has worked tirelessly to develop the nation's first teacher education program focusing on a Native American language. It has not been easy since many of the current systems and infrastructures in place are geared to second language acquisition of Western, European languages having similar characteristics. However, the effort has been worthwhile, and the future of the Cherokee language depends in part on this program's continued efforts to develop, adapt, and improve the offerings to its candidates and the broader

constituency of Cherokee speakers and learners. It is in the light of continuous improvement effort that program faculty have prepared this review and look forward to reviewers' feedback. Thank you for your time, energy, and expertise in helping our program to grow stronger.