**Content Expert Report**

**Latin Education**

**(05-17)**

Education Standards and Practices Board

**Program report status** (check one)**:**

**Initial review  Continuing Review  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |  |
| **Content Expert Telephone:** |  |
| **Content Expert Email:** |  |
| **Date Submitted:** |  |
| **Institution Being Evaluated:** |  |
| **Program Being Evaluated:** |  |
| **Degree:** |  |
| **Grade Level(s):** |  |

**Is this program offered at more than one site?**  **Yes**  **No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **06025.1** |  |  |  |
| **06025.2** |  |  |  |
| **06025.3** |  |  |  |
| **06025.4** |  |  |  |
| **06025.5** |  |  |  |

**Latin Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

     Weakness Should Be Removed      Weakness Should Be Retained

     Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**06025.1** The teacher candidate has developed the skill in the use of the target language, including: (a) understanding the spoken language; (b) oral proficiency sufficient to be understood by native speakers; (c) reading the language with comprehension; and (d) writing proficiency sufficient for everyday tasks.

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**06025.2** The teacher candidate has developed the skill in language analysis, including: (a) the development and syntax of the language, (b) the clarification of the differences and similarities between the language and English, (c) using the knowledge derived from applied linguistics in studying the language.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**06025.3** The teacher candidate has studied and has knowledge of the culture(s), including: (a) classifying the principal ways in which the 29 culture(s) resemble(s) and differ(s) from that of the United States; (b) understanding geography, history, social customs, literature, art, and music, and their roles in the contemporary civilization of the culture(s); and (c) displaying knowledge of representative literary works

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**06025.4** The teacher candidate has studied the methods of teaching foreign language including current trends in foreign language with an examination of a variety of teaching methods, techniques and theory.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**06025.5** The teacher candidate has studied current, appropriate instructional technologies.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**