TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: X I. Formal Resolution (Act of Determination)
     II. Recommendation (Urgering the fitness of)
     III. Other (Notice, Request, Report, etc.)
SUBJECT: C.B.T.E. Program in Spanish 7-12

(See attached)

Signed [Signature] Date Sent 5/18/76
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date June 30, 1976
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation
II, III. a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Vice-Presidents: [Signature]
Others as identified: [Signature]

Distribution Date: [Signature]
Signed: [Signature] (President of the College)

Date Received by the Senate: AUG 23 '76
**Section A - Required Basic Information**

1. **Cover sheet**
   - Date Proposal submitted: April 5, 1976
   - Name of College: SUC/Brockport
   - Name of participating public school district: Brighton School District
   - Title of certificate: Spanish 7 - 12
   - Level of certificate: Provisional
   - Degree toward which this program will lead: B.A.
   - Anticipated date of program implementation: January 1, 1977
   - Anticipated date of program completion by initial entrants: May 1, 1978
2. Table of contents

Section B - Program

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3-4 List of the skills, knowledge, attitudes, assessment ................................. 8
5. Student Guidance ............................................. 13
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Section C - Involvement of Pertinent Agencies ............... 42
Section B - Program

1. A conceptualization of the professional who will be prepared by the program. The successful candidate will be recommended on the basis of competency for Spanish 7 - 12, a position which requires general background knowledge as well as specific competencies for teaching various levels of Spanish to pupils ranging in age from approximately twelve to eighteen.

General background knowledge will be of particular value to the candidate's carrying out the ten Goals Statements of the Board of Regents:
1. MASTERY OF THE BASIC SKILLS OF COMMUNICATION AND REASONING ESSENTIAL TO LIVE A FULL AND PRODUCTIVE LIFE.
2. ABILITY TO SUSTAIN LIFETIME LEARNING IN ORDER TO ADAPT TO THE NEW DEMANDS, OPPORTUNITIES AND VALUES OF A CHANGING WORLD.
3. ABILITY TO MAINTAIN ONE'S MENTAL, PHYSICAL AND EMOTIONAL HEALTH.
4. UNDERSTANDING OF HUMAN RELATIONS - RESPECT FOR AND ABILITY TO RELATE TO OTHER PEOPLE IN OUR OWN AND OTHER NATIONS - INCLUDING THOSE OF DIFFERENT SEX, ORIGINS, CULTURES, AND ASPIRATIONS.
5. COMPETENCE IN THE PROCESSES OF DEVELOPING VALUES - PARTICULARLY THE FORMATION OF SPIRITUAL, ETHICAL, RELIGIOUS, AND MORAL VALUES WHICH ARE ESSENTIAL TO INDIVIDUAL DIGNITY AND A HUMANE CIVILIZATION.
6. KNOWLEDGE OF THE HUMANITIES, SOCIAL SCIENCES AND NATURAL SCIENCES AT A LEVEL REQUIRED TO PARTICIPATE IN AN EVER MORE COMPLEX WORLD.
7. OCCUPATIONAL COMPETENCE NECESSARY TO SECURE EMPLOYMENT COMPENSATE WITH ABILITY AND ASPIRATION AND TO PERFORM WORK IN A MANNER THAT IS GRATIFYING TO THE
8. KNOWLEDGE AND APPRECIATION OF OUR CULTURE AND CAPABILITY FOR CREATIVITY, RECREATION AND SELF-RENEWAL.

9. UNDERSTANDING OF THE PROCESSES OF EFFECTIVE CITIZENSHIP IN ORDER TO PARTICIPATE IN AND CONTRIBUTE TO THE GOVERNMENT OF OUR SOCIETY.


Too, the general background knowledge reveals connections of language with humanities, philosophy, philology, literature, psychology, linguistics, anthropology, history and other disciplines.

As for specific competencies in Spanish 7 - 12, they fall into five categories: knowledge of Spanish (oral and written command of the language; acquaintance with Spanish culture, civilization, and literature); skill as a teacher (management in the classroom; awareness of needs of pupils varying in being monolingual or bilingual and having other differences; knowledge of how to solve problems of articulation; ability to use machines such as typewriters, ditto machines, tape recorders, and so on; effective lesson plans; teaching techniques; use of appropriate materials and tests); and attitudes as a teacher (enthusiasm, respect for students, colleagues, community; commitment to the humanistic value of foreign languages and cultures as well as to their practical role in local, urban, national, and international problems; and professionalism and its requirements of active membership in various associations and emphasis on constant up-grading).

The candidate's attention should be called to the required evidence of "compliance with State law regarding the teaching of the ill effects of alcohol and drugs (Education Law, Sec. 804, 804a, and 805)" and "procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness."
2. Requirements for entrance into the professional education program. In competency-based certification the requirement is the candidate's ability to perform objective competencies at specific levels. Even though no exact length of time and no specific courses in Spanish or professional education are required, certain courses at Brockport will facilitate the candidate's achievement of specific competencies. For example, the major in Spanish which requires Contrastive Phonology (English-Spanish), Hispanic Cultures, Masterpieces of Hispanic Literature, Advanced Conversation and Composition, and five elective courses with at least two on the 400-level, covers many of the competencies required in the knowledge of Spanish.

In fact, most candidates for certification in Spanish 7 - 12 will be students enrolled in courses on the Brockport campus where they will take professional education courses and courses in Spanish.

Before enrolling in Methods in Secondary Spanish (Education 327), candidates must demonstrate Spanish competencies because at this time in their career they are completing their major in Spanish and thus the test for Spanish competencies may be considered to be an exit requirement for Spanish but an entrance requirement for Methods. Prior to enrolling in Methods, the candidate must: 1) visit Spanish classes at the Brighton School District, the cooperating school district, in order to understand more clearly the role of the teacher and its demand for language competence, cultural insight and awareness, literary acquaintance, management skills, and professional attitudes; 2) must have some experiential work such as working in the foreign language labs, tutoring in the Skills Center, helping with bilingual-bicultural education, participating in some manner in beginning and intermediate Spanish classes on the Brockport campus,
leadership in Spanish clubs or conversation hours, office practice with typewriters
and other machines, experience with media machines such as projectors, study abroad,
counselor in Spanish camp, experience in firm with Spanish business interests, or
other field-centered activity; and 3) must take a test with performance objectives
prepared by the Spanish staff of the Brighton High School District.

The test will be modeled on the MIA Foreign Language Proficiency Tests for
Teachers and Advanced Students and will include the following competencies: listen-
ing comprehension, speaking; reading, writing, applied linguistics, Spanish civiliza-
tion, Spanish literature (survey), and professional preparation. Before being
admitted to Methods, the candidate must make at least C-level grade on all parts of
the test except that of professional preparation. The grade of C-level indicates
that the candidate has at least the minimal acceptable subject-matter competence in
all levels and aspects of Spanish to be taught in grades 7-12.

Should the test reveal that the candidate lacks competencies in Spanish, the
candidate will receive counseling and further instruction and may repeat the test or
parts of the test until a C-level is made. Admission to Education 327, Methods in
Secondary Spanish, is the real entrance into the professional education program. At
the end of Education 327, the candidate will be given a post-test on professional
preparation on which a grade of at least C-level is required.

At this time, the candidate must be able to perform at C-level grade all com-
petencies related to Spanish, professional competence, and attitudes in order to be
recommended by the Department of Foreign Languages, the Department of Curriculum and
Instruction, and the Coordinator of Student Teaching to the cooperating school dis-
trict for the practicum in Spanish. It is understood that the cooperating district
can refuse to accept into the practicum a candidate who does not meet the jointly
accepted competencies.
CODES OF LETTERS FOR BASIS OF ASSESSOR

University Faculty Member ........ UFM
University Faculty Member, Test .... UFM1
Modern Language Assoc. Test ........ MLAT
Self-Evaluation ...................... Self

CODES OF LETTERS FOR BASIS OF ASSESSMENT

Submitted Material ................. S
Classroom Performance
(in secondary school) ................. C
Evaluation Check List ................. E
Non-classroom Performance
(simulated in a peer seminar) ......... N
Participation in Experience ........... P
<table>
<thead>
<tr>
<th>SETTING FOR ENABLING ACTIVITIES</th>
<th>REQUIRED KNOWLEDGE, SKILLS, ATTITUDES</th>
<th>CANDIDATE PERFORMANCE</th>
<th>EVIDENCE OF ATTAINMENT</th>
<th>BASIS FOR ASSESSMENT</th>
<th>ASSESSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 SS/U</td>
<td>Describe the principal ways in which the people within a foreign culture(s) behave in given situations such as; 1) family life, 2) social groups, 3) political activities and have a knowledge of 4) kinesics</td>
<td>Given a category (family life, educational and vocational pursuits, leisure time activities, politics and government, etc.) the candidate will describe the foreign cultural pattern.</td>
<td>The candidate's competency will be based on norms established through written and oral tests, and through demonstrated application as observed and evaluated by appropriate experts such as the candidate's performance in the appropriate courses given at University level.</td>
<td>Same as above</td>
<td>Approp. UFM</td>
</tr>
<tr>
<td>4.22 SS/U</td>
<td>Analyze the effect of the geography on the contemporary culture of the foreign country (or countries)</td>
<td>Given an important geographical feature, the candidate will be able to explain its significance and effect on culture in the foreign country (or countries) and possibly in non-target countries.</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Approp. UFM and Second school teachers</td>
</tr>
<tr>
<td>4.23 SS/U</td>
<td>Analyze the effect of history on the contemporary culture of the target country.</td>
<td>Given an important historical event, the candidate will be able to explain its significance and effect on contemporary life in the foreign country.</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Approp. UFM and Second School Teacher</td>
</tr>
<tr>
<td>4.24 SS/U</td>
<td>Analyze the effect of social and educational institutions in the target countries</td>
<td>Given a specific social, economic and educational institutions, the candidate will explain its significance and effect on culture of target country</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Approp. UFM &amp; Second Master Teacher</td>
</tr>
</tbody>
</table>
5. Student Guidance. Guidance in a competency-based program requires record keeping of the competencies to be met and the time at which they were met. At Brockport, the competencies (knowledge, skills, behaviors) for Spanish 7-12 are stated in measurable terms with criteria for assessment along with a statement of the ten Goals Statements of the Board of Regents, information about the teaching of the ill effects of alcohol and drugs, and procedures which are used to verify that persons seeking certification have not been convicted for offenses that would affect their teaching effectiveness are available to the public. Copies of the program are available from the Department of Foreign Languages, the Department of Curriculum and Instruction, the Office of the Coordinator of Student Teaching, and the Office of Teacher Certification. Several orientation sessions will be held for students wishing to enter the program.

A report on student progress will be made for each candidate on the following type of form:
**REPORT ON TEST TAKEN FOR ENTRANCE INTO EDUCATION METHODS IN SECONDARY SPANISH SUC/BROCKPORT**

**Name of Candidate**

**Campus Address**
of Brockport Address

**Telephone**

**Permanent Address**

**Permanent Telephone**

**Social Security Number**

**Date of Test**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Passed</th>
<th>Must be Repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish civilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methodology (need not be passed before entrance into methods)**

**Assessor (Spanish Staff at SUC/Brockport)**

**Signature**

**Copy 1**
to Dept. of Foreign Languages

**Copy 2**
to Candidate

**Copy 3**
to Head of Spanish Program at Brighton High School

**Copy 4**
to Director of Student Teaching

**Copy 5**
to Department of Curriculum and Instruction
<table>
<thead>
<tr>
<th>Competency</th>
<th>Passed</th>
<th>Must be Repeated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

copy 1 to Department of Foreign Languages  
copy 2 to Candidate  
copy 3 to Head of Spanish program at Brighton High School  
copy 4 to Director of Student Teaching  
copy 5 to Department of Curriculum and Instruction
FORM FOR ACCEPTANCE INTO THE PRACTICUM FOR Spanish 7-12

SBC/Brockport

Name of Candidate ____________________________
Campus or Brockport address _______________________
Telephone __________________________
Permanent Address ____________________________
Permanent Telephone __________________________
Social Security ____________________________
Date of Acceptance ____________________________

Assessors
Instructor in Methods ___________________________
Head, Spanish Staff Brighton High School ___________

Competencies for Practicum
Knowledge of Subject
Methodology
Attitude

Approved
Not Approved

copy 1 to Department of Foreign Languages
copy 2 to Candidate
copy 3 to Head, Spanish Program at Brighton High School
copy 4 to Director of Student Teaching
copy 5 to Department of Curriculum and Instruction
Final forms such as the Report on the Practicum will be those used by the office of the Coordinator of Practice Teachers and will be filled out by the proper persons.

Information for guidance in the certification program will be published in the student newspaper, college catalog, Academic Information Guide, Handbook of the Department of Foreign Languages, Handbook of Teacher Certification, publications and advertisements of Continuing Education, materials sent to community colleges and high schools, Major Newsletter of the Department of Foreign Languages, and in other places such as bulletin boards. The Majors Association, Elected Student Representatives, and advisers will also be most important in helping inform candidates about the competencies and requirements for provisional certification in Spanish 7-12 at SUC/Brockport.

6. Program Evaluation and Management
   a. Procedures by which information about program effectiveness (i.e. students' and graduates' meeting performance expectations) will be collected and reviewed.

   Performance objectives will be used to measure the effectiveness of the student teachers in the practicum. The student teachers will be evaluated on subject-matter competence, professional competence, and professional attitudes both by their supervisor and their pupils who will be asked to fill out a rating sheet similar to those taken from Anthony Papalia, "An Assessment of Attitudes and Behaviors of Foreign Language Teachers," Foreign Language Annals, 7, No. 2 (December 1973), 231-236.
### Teacher Description Instrument—Cognitive Merit

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure and Clarity</td>
<td>Presentations were logically arranged.</td>
</tr>
<tr>
<td></td>
<td>Seemed to work with a plan.</td>
</tr>
<tr>
<td></td>
<td>Spent time on important and relevant materials.</td>
</tr>
<tr>
<td></td>
<td>Expressing grammatical concepts at level understood by students.</td>
</tr>
<tr>
<td>Content Mastery</td>
<td>Well informed on the material presented.</td>
</tr>
<tr>
<td></td>
<td>Knew more about the subject than was in the textbook.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Clearly described grading procedures.</td>
</tr>
<tr>
<td></td>
<td>In content, tests were representative of assigned materials.</td>
</tr>
</tbody>
</table>

### Teacher Description Instrument—Affective Merit

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouragement</td>
<td>He used constructive criticism.</td>
</tr>
<tr>
<td></td>
<td>He encouraged students to improve their work.</td>
</tr>
<tr>
<td></td>
<td>He encouraged class members to work as a team.</td>
</tr>
<tr>
<td>Rapport</td>
<td>He was courteous.</td>
</tr>
<tr>
<td></td>
<td>He was friendly.</td>
</tr>
<tr>
<td></td>
<td>Encouraged students to ask questions.</td>
</tr>
<tr>
<td></td>
<td>Welcomed different viewpoints.</td>
</tr>
<tr>
<td></td>
<td>His actions made students feel good.</td>
</tr>
<tr>
<td>Individual</td>
<td>He was willing to give individual assistance.</td>
</tr>
<tr>
<td>Assistance</td>
<td>He took time to help students after class.</td>
</tr>
<tr>
<td></td>
<td>He provided time for questions and discussion.</td>
</tr>
</tbody>
</table>
Teacher Description Instrument – Simulation

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Encouraged students to think for themselves.</td>
</tr>
<tr>
<td></td>
<td>Tried to get up to see beyond the limits of the class.</td>
</tr>
<tr>
<td></td>
<td>Presented problems as a challenge to the class.</td>
</tr>
<tr>
<td>Instructional Skill</td>
<td>Used illustrations based on practical experience.</td>
</tr>
<tr>
<td></td>
<td>Put subject across in a lively way.</td>
</tr>
<tr>
<td></td>
<td>Required students to consult reference materials.</td>
</tr>
<tr>
<td></td>
<td>Coordinated language laboratory work with class work.</td>
</tr>
<tr>
<td></td>
<td>Repeated materials students did not understand.</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>Used teaching aids.</td>
</tr>
<tr>
<td></td>
<td>Gave helpful demonstrations of grammatical points.</td>
</tr>
<tr>
<td></td>
<td>Supplemented text from other sources.</td>
</tr>
<tr>
<td></td>
<td>Was enthusiastic about the subject.</td>
</tr>
<tr>
<td>Text Adherence</td>
<td>Just reread the text.</td>
</tr>
<tr>
<td>Overload</td>
<td>Assigned a lot of burdensome and busy work.</td>
</tr>
<tr>
<td></td>
<td>Assigned very difficult readings.</td>
</tr>
<tr>
<td></td>
<td>Asked for more than students could do.</td>
</tr>
</tbody>
</table>
The filled-out sheets will be kept in the files of the Department of Foreign Languages so that the Spanish faculty may immediately begin to evaluate the rationale, prerequisites, objectives, assessment, learning alternatives, and post assessment used in the program.

When the practice teachers have graduated and have a position, every effort will be made to contact their principals and supervisors so that information about on-the-job performance may be obtained for use in evaluating the program. All information received will be used by the Department of Foreign Languages for making the program more effective. As time goes on, the graduates of the program should become known for accountability, articulation, achievement, leadership, officers of associations, directors of workshops, and other accomplishments if the program is effective.

b. Describe the plan for gathering information about the applicability of required skills, knowledge, and attitudes to a school setting. In order to have information on the applicability of the required skills, knowledge, and attitudes to a school setting, a questionnaire will be sent to the practice teachers in the program and to teachers who have been in the program. This questionnaire should address itself to each competency which the student is required to meet in the program. The questionnaire will follow this model:

**SUC/BRONKPORT DEPARTMENT OF FOREIGN LANGUAGES**

**QUESTIONNAIRE ON THE APPLICABILITY OF CERTAIN REQUIRED SKILLS, KNOWLEDGE, AND ATTITUDES IN SPANISH 7-12 TO A SCHOOL SETTING**

In your teaching, how useful have been the required competencies which you met before you were recommended for Provisional Certification in Spanish 7-12 at SUC/Brockport. Please return the questionnaire in the envelope provided to the Chairman of the Department of Foreign Languages, SUC/Brockport, N. Y. 14420. You should not sign your name.
### 1. Listening Comprehension

<table>
<thead>
<tr>
<th>Task</th>
<th>Always Useful</th>
<th>Often Useful</th>
<th>Almost Useful</th>
<th>Never Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Comprehension of single sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Comprehension of short, connected dialogue or paragraph</td>
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<tr>
<td>1.3 Comprehension of two-part conversation</td>
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<tr>
<td>1.4 Comprehension of three-part conversation</td>
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<td></td>
</tr>
<tr>
<td>1.5 Dictation</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 2. Speaking

<table>
<thead>
<tr>
<th>Task</th>
<th>Always Useful</th>
<th>Often Useful</th>
<th>Almost Useful</th>
<th>Never Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Repeating sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Reading selection</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(The form will contain all the competencies required in the program)

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A second questionnaire will be sent to high school teachers who were not in the Brockport certification program in order to get their evaluation of the competencies Brockport has set up in its program.
EVALUATION OF THE APPLICABILITY OF CERTAIN REQUIRED SKILLS, KNOWLEDGE, AND ATTITUDES IN SPANISH 7-12 IN A SCHOOL SETTING

In order to help the Department of Foreign Languages at SUC/Brockport evaluate the competencies required in its new competency-based certification program in Spanish 7-12, would you please indicate your opinion of the competencies by filling out the enclosed questionnaires and returning it in the envelope provided. We shall appreciate your help very much.

1. Listening Comprehension

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Always Useful</th>
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<tr>
<td>1.4 Comprehension of three-part conversation</td>
<td></td>
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</tr>
</tbody>
</table>

and so on ...

From your own experience as a teacher of Spanish 7-12, what are the most important competencies? Could you please list several in order of importance.
c. Describe procedures designed to facilitate program modification as a result of information gained about program effectiveness and applicability. When the Department of Foreign Languages has information on program effectiveness (from section a) and applicability (from section b), the information can be fed back into the program in order to change, update, and modify the competencies.

Section C - Involvement of Pertinent Agencies

During the month of March 1976, Dr. Martha O’Nan, Chairman of the Department of Foreign Languages and Dr. Grace Alvarez-Altman at the State University College at Brockport have been in contact by telephone, letters, and visits with the following administrators of the Brighton School District, Brighton, N. Y.: Dr. John Bennion, Superintendent of the Brighton School District, Dr. Joseph Sproule, Director of Instruction, and Mr. Harold White, the Head of the Foreign Language Program at Brighton Jr./Sr. High School.

Since for several years, Mr. White has been so successful in helping many of our practice teachers develop into effective teachers, our department requested that his school district cooperate with SUNY/Brockport in setting up a Policy Board composed of Dr. Joseph Sproule (Director of Instruction), Mr. Harold White (Head of the Foreign Language Program at Brighton Jr./Sr. High School), and Dr. Grace Alvarez-Altman (Professor of Spanish) for the purpose of preparing a competency based Spanish 7-12 program. The consortium meeting of the three agencies took place March 31, 1976. The minutes of the meeting are available upon request.

Another important reason for the selection of Brighton is the fact that its Foreign Language Program begins in the fifth grade and continues on to the fourth year of the senior high school. Furthermore, being the largest and best language program on this level, the facilities and staff make it possible for all our student teachers to participate in the same location.
In the cooperative effort between the Holley Central School District and SUNY/Brockport, recognition is given to the responsibilities for CTE as outlined in the State Education Department directive of November 1975, "Teacher Education Program Proposals." Responsibilities of particular importance to the Spanish 7-12 program are listed for various officials. The superintendent of schools will have the overall responsibility for the school district's involvement in implementing the program, be represented or attend the meetings of the consortium, and make recommendations about the program. The school principal will assume responsibility for the program implementation within the high school building, insure that the practice teacher is given wide exposure to the total of the school, and give advice and suggestions at all times about the program. The cooperating teacher will play a crucial role in the work of the practice teacher, provide regular feedback to the practice teacher as to performance, maintain the necessary records as to the practice teacher's ability to use the skills, knowledge and attitudes as specified in the program, meet periodically with the collegiate representative who will go to Holley at a time convenient to the cooperating teacher, be involved in the evaluation of the student's performance during the field experience, and participate in the evaluation of the program's effectiveness. The representative of the professional staff and the Department of Foreign Languages of SUNY/Brockport will participate in the consortium deliberations, keep staff at Brockport informed on program effectiveness and progress of the practice teachers, participate in the evaluation of the program, and make recommendations about program modifications and improvements. The role of the college staff and Department of Curriculum and Instruction will be to prepare the student well, have a representative
at the meetings of the consortium, insure that students are aware of the
skills, knowledge and attitudes expected of them and the assessment standard
and criteria used; maintain contact with persons in the high school involved,
insure that the needed instruction is available, maintain an effective guidance
and management system for the program, assume final responsibility for admission
to the higher education institution, admission to the field experience,
granting of the degree and recommendation for state certification, seek the
advice and assistance of representatives of school districts and the districts'
professional staff, participate in the evaluation of the program’s effective-
ness and insure that the program maintains the standards established and that
the program will be modified if necessary to meet these standards.

To complete the proposal copies of letters which confirm involve-
ment of pertinent agencies and their general agreement on the proposed
program are reproduced.
March 18, 1976

Dr. John Bannian, Superintendent
Brighton School District
191 Fairfield
Rochester, New York 14620

Dear Dr. Bannian:

The Department of Curriculum and Instruction and the Department of
Foreign languages at the State University College would like very
much to cooperate with the Brighton School District in setting up
a competency-based certification program in Spanish 7-12.

Dr. Grace Alvarez-Altman who supervises our practice teachers has
informally mentioned the matter to Mr. H. White who expressed interest
in cooperation. Should you approve, we should like to come to talk
with Mr. White, Dr. Sproule, Director of Instruction, and Mr. Hert
Jacobs Meier, President of the Brighton Teachers Association.

I do hope that we can work together on drawing up competencies and
that our Spanish practice teachers will be coming to Brighton. I
look forward to hearing your reaction.

Sincerely yours,

[Signature]

Martha O’Nan
Chairman

MC mf
xc: Dr. Altman ✓
Dr. Balzano
Dean Ribble
Dean Atherton
Mr. Pitch