

Creating a Culture for the Preparation of an ACTFL/NCATE Program Review

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Abstract: *This article examines what one university has done to prepare for its program review for recognition by the National Council for Accreditation of Teacher Education (NCATE) and the American Council on the Teaching of Foreign Languages (ACTFL), a Specialized Professional Association (SPA) of NCATE. The history of the standards movement within higher education is neither long nor exhaustive; however, with the publication of the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers (2002), universities must begin to focus efforts on the training of future K–12 foreign language teachers. Six considerations are offered to foreign language and pedagogy faculty: (1) engaging all faculty in the program review process, (2) establishing a culture of oral proficiency, (3) educating faculty on standards, (4) revising curricula, (5) preparing the seven assessments required by ACTFL/NCATE, and (6) making use of technology for data collection.*

Key words: ACTFL/NCATE Program Review, assessments, foreign language education, standards

Language: *Relevant to all languages*

History of the Standards Movement in Language Learning and Teaching

With the publication of *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards, 1996) as a collaborative effort of ACTFL, the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), the American Association of Teachers of Spanish and Portuguese (AATSP), and other national language organizations, the foreign language teaching profession was challenged to adopt a new philosophy in

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