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Do on-line courses support certification needs for West Virginia K-12 teachers of Spanish?

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Dissertation submitted to the
College of Human Resources and Education
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degree of

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Abstract

Do on-line courses support certification needs for K-12 teachers of Spanish?

Kathleen Gallivan

Recent reports show a projected teacher shortage of certified foreign language teachers in West Virginia over the next five to ten years. To facilitate initial certification and re-certification, alternative means of earning and maintaining certification could be needed. The study investigated if, in a rural state like West Virginia, teachers perceive on-line courses to be a viable resource for professional development such as earning certification. The study found that teachers do not view on-line courses as a resource for professional development. This was because teachers perceive their professional development needs as language proficiency development and language teaching methodology. These were not perceived to be areas of learning that could be delivered in an on-line format.

Dedication

For anybody that thought they couldn't do something…

Isaiah 41:13

Acknowledgements

I sincerely thank my committee for working with me. I continue to learn from your

guidance, encouragement, and example.

Dr. McCrory, thank you for seeing me through this.

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Chapter I

Introduction

West Virginia schools are facing the same challenges as many other states across the nation because of a current shortage of certified K-12 foreign language teachers. The focus of this research was to determine whether web-based instruction is an effective way for teachers of Spanish to obtain and maintain certification over the next five to ten years in West Virginia.

Need for the Study

According to the National Education Association (NEA, 2006), "A historic turnover is taking place in the teaching profession. While student enrollments are rising rapidly, more than a million veteran teachers are nearing retirement (http://www.nea.org/teachershortage)." In the National Center for Education Statistics 2004-2005 report (2007) on teacher attrition and mobility 30 percent of teachers report retirement as their reason for leaving the field. Nationwide, some 2.4 million teachers will be needed in the next 11 years because of teacher attrition and retirement and increased student enrollment. (National Center for Education Statistics, 2007). The projection rises as high as 2.7 million when researchers factor in declining student/teacher ratios based on nationwide class size reduction efforts (NEA, 2002). Studies at both the national and state levels document the teacher shortages (NEA, 2002; West Virginia Board of Education, 2002; Maryland Board of Education, 2006.) In one such report, Shure (2001) observed:

The need for foreign language and bilingual education teachers is in high demand due in large part to the changing demographics of this country. For example, with the Hispanic community now the largest minority in the United States, according to the U.S. Census, foreign language education and English-as-a-Second Language (ESL) courses can no longer be electives (Techniques, 2001).

At the state level, the impact of an aging teacher force and increasing enrollments is clearly illustrated. In a study from the state level reported here by *Community College Week* found:

> According to recent projections made by the Maryland State Board of Education, the state currently faces a shortage of approximately 11,000 credentialed teachers, with the state's four-year programs graduating just 2,500 potential new teachers a year. Half of these graduates leave Maryland for positions in other states and the District of Columbia. In Baltimore alone, 22 percent of public school teachers held provisional certificates, and the statewide number approaches 4,000. (2001)

The Maryland Teacher Staffing Report 2005-2007 reports these shortages continue. This report also indicates Foreign Languages, including Spanish, as a critical shortage area.

Texas A&M reported that nearly a quarter of the 38,500 teachers hired in Texas in the fall of 2001 were not trained in their subject areas. One of the critical shortage areas discussed in this report was foreign languages (Institute for School-University Partnerships, 2001). Virginia extends scholarship loans to

teachers to study in critical shortage areas and has given out 50 such loans in foreign languages over the past five years (Virginia Dept of Education, 2003). According to the Maryland Department of Education (United States Department of Education, 2006) *Designated Teacher Shortage Area Report,* foreign language is also a critical shortage area, in particular, Spanish. These data encourage exploration of new methods of teacher development and access to certification, as it is likely that many teachers are in the classroom on "emergency" certification or with "out of field" certification.

In West Virginia the situation concerning the need for K-12 teachers is similar to the national situation. West Virginia reported 11 percent of teachers eligible for retirement in 2005 (WV Educational Personnel Data Report, 2006). The *Designated Teacher Shortage Area Report* (United States Department of Education, 2006) designated "all foreign languages" as critical shortage areas in West Virginia. In response to the situation, schools in the state turned to emergency certification, known as a first class permit, as one of the ways to put teachers into the classroom, (M. Amores, President, West Virginia chapter of the American Association of Teachers of Spanish and Portuguese, Personal Communication, September 2002; D. M. Harki, Coordinator of Foreign Languages, West Virginia Department of Education, Personal Communication, October 2002). For the 2005-2006 school year in West Virginia 5 of 30 first class permit (a temporary certificate good for one year) holders in Spanish were out of field authorizations (West Virginia Board of Education Personnel Report, 2006).

Compounding the situation, the projected retirement rate of foreign language teachers in West Virginia is 48 percent over the next ten years (D. M. Harki, Coordinator of Foreign Languages, West Virginia Department of Education, Personal Communication, October 2002). Though West Virginia had a decrease in K-12 enrollment in recent years (WV Educational Personnel Data Report, 2006), and this trend is expected to continue. There will still be a shortage of foreign language teachers because such a high percentage will become eligible for retirement over the next five to ten years. In addition, West Virginia Colleges and Universities have fewer graduates in foreign languages.

French, German, Japanese, Latin, Russian and Spanish are the foreign language specializations available in West Virginia higher education institutions. The total number of students completing these foreign language specializations for 2004-2005 was 19 representing a decrease of 12 from 2003-2004. (Educational Personnel Data Report, 2005)

These statistics and reports reveal a growing need for teachers in foreign languages and a growing need for alternative and diverse modes for providing access to professional development opportunities. Although in West Virginia as recently as 2003, 87% (143 of 165) of Spanish teachers were fully certified, the pending retirement of almost half of foreign language teachers over the next five years raises questions of who will fill the positions left open (J. Hurley, Assistant Director of Certification Programs, West Virginia Department of Education, Personal Communication, March 2003). Because West Virginia is a rural state with limited access to professional development courses through post-secondary

institutions, the question of how to provide these opportunities for teachers becomes relevant. One possibility is on-line training.

The aim of this study was to determine whether, from the participant's perspective, if on-line delivery is an effective mode for providing professional development. This research focused on the situation in Spanish language instruction, since this is the most commonly taught foreign language in West Virginia. Of 312 language teachers in the 2002-2003 school year, 165 were Spanish teachers (D. M. Harki, Coordinator of Foreign Languages, West Virginia Department of Education, Personal Communication, October 2002), half of whom were eligible to retire within five years. For the 2005-2006 school year there are 293 teachers of Spanish and 35 are eligible for retirement. This 293 includes 30 teachers not certified in Spanish. (West Virginia Education Information System, Personal Communication, March 2007)

Background

In West Virginia, emergency certification, known as a first class permit, requires holders to take course work each year in pursuit of regular certification. A person with a first class permit, (as of 2006 there were 30 in Spanish in the state) must complete 6 hours a year towards regular certification. In addition, teachers wishing to upgrade their certification from provisional to permanent are also required to take six hours of course work per year. If individuals wishing to obtain certification do not live within commuting distance to an institution offering the required courses, or if the courses are not offered at a time when they are able to take them, then they may be unable to meet this requirement. For

example: a summer course is offered in Morgantown at West Virginia University, but a teacher who would like to take the course lives in Bluefield, WV. The distance between those two cities is approximately 220 miles, making it a four-hour drive each way to attend a class. This would be difficult for most individuals. Nor is it a viable option to move from one city to another for only the duration of the course, normally six to eight weeks at WVU for a summer course. Studies by Roblyer (1999) and the British Columbia Institute of Technology indicated that distance and time are primary motivators for taking on-line courses. Blair (2001) affirmed that distance learning is appealing to potential students that live in rural areas without ready access to institutions of higher education. Blair also noted that teachers wanted to take professional development courses in order to qualify for salary increases.

On-line training is a way many teachers could take the required courses without the aforementioned difficulties. Riley (1998) emphasized the importance of on-going professional development:

If hiring remains the same, one-half to two-thirds of the 2.2 million teachers hired in the next decade will be first-time teachers. Thus, it is more important than ever that new teachers be well prepared so that they are able to teach all students to high standards. They must also receive strong professional support as they begin their teaching careers so that they remain in the teaching profession and continue to develop their skills. Because many new teachers do not receive the support they need, 22

percent leave the profession within the first three years.

(http://www.ed.gov/pubs/bbecho98/part2.html.)

These are some of the reasons why solutions to certify and re-certify teachers while considering their needs and limitations, both personal and professional, must be developed. Presently, while there are many alternative certification programs designed to address issues of quickly and efficiently certifying teachers that have not come through a traditional teacher preparation program, the majority still requires students to travel to an institution for instruction. The following is an overview of several alternative certification programs widely in use.

As reported in the *Chronicle of Higher Education* (Evelyn, 2003) each state is responding to the situation with various solutions. States such as Virginia and South Carolina are using the Visiting International Faculty (VIF) program as a temporary solution as most VIF positions only last from one to two years (Visiting International Faculty, 2003). This is a program where teachers are recruited from abroad to teach for one to three years in their particular discipline. Also many states are taking advantage of the Troops to Teachers program, a combined U.S. Department of Education and Department of Defense program that helps eligible military personnel obtain certification and job placement within a public school system (Defense Activity for Non-traditional Educational Support, 2003). As the need for teachers is continuing, community colleges are also beginning to respond with alternative certification programs (Community College Policy Center, 2003). One such program is at Rio Salado College in Phoenix,

which has an online teacher-certification program that people with bachelor's degrees can complete within one to two years. With the exception of the Rio Salado College program, most of these programs have traditional classroom delivery of instruction, and none were found to be specific to foreign languages.

From these reports, it is evident that the name "alternative" generally indicates alternative means of securing certification for teachers out of field. It usually does not refer to providing alternate learning structures (i.e., distance learning opportunities) for teachers in a particular state to obtain the training/courses necessary to have certification. In a rural state like West Virginia, it could be beneficial to support on-line courses for professional development in an effort to recruit and retain from within the state. This study investigated if on-line courses are an effective solution to assist K-12 teachers of Spanish with their certification needs.

Statement of the Problem

West Virginia has a projected teacher shortage in Spanish over the next five to ten years and how to facilitate certification for incoming teachers is a concern. To investigate this issue the following research questions will be used to guide the research; 1) What professional development activities, such as university courses, workshops or on-line courses, are K-12 Spanish language teachers participating in? 2) In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-going certification? 3) In what ways have the teachers' professional development activities contributed to their classroom teaching? 4) What are teachers'

perceptions for the potential of on-line courses in meeting their needs for initial

and on-going certification, as well as other professional development needs?

Chapter 2

Review of Literature

This section describes literature relevant to the research purposes of this dissertation. The literature cited pertains to aspects of assessment, professional development, and on-line course structure.

Needs Assessment

As with the successful creation and operation of any educational program one of the key elements of the design process is a needs assessment (Long, *Adult Learning,* 1983, p. 178). Developing an adequate needs assessment would relate to several assumptions about adult learners. Long (1983) writes that adult educators have reasoned, "A favorable relationship between identified educational needs and educational activities should be important to planning objectives. Successfully achieving a relationship between needs and activities will result in an individual's active commitment (greater effort and persistence to the learning activity) (179)." Bergevin (1967) writes that adult education should consider the needs and interests of the learner. "An effective program of adult learning should consider the needs and interests of the adult learner and attempt to discover and meet [the] real needs of the adult learner as well as the needs of [the] social order" (p. 141).

Adult Learning

Professional development ultimately is adult learning. What has become accepted as good practice when teaching adults, [whether teaching to read or for professional enhancement], must be present in on-line courses (Driscoll, 1998).

Knowles (1970) writes that "the physical environment should be one in which adults feel at ease…the psychological climate should be one which causes adults to feel accepted, respected, and supported; in which there exists a spirit of mutuality between teachers and students as joint inquirers" (p. 41). As in all teaching, the teachers of adult learners must know how to motivate the learner and how to use the learners' interests and attitudes for their own learning. The teacher must help the learner by making clear the objectives of the task. The learning experience must be one that gives each learner a sense of satisfaction. Though this study does not address teaching strategies specifically, it is an assumption on the part of the researcher that comfort in the on-line setting might be a concern for teachers.

Planning for adult learning involves planning the situation so that the learner gets a sense of mastery and success. Mastery may come from showing the individual that he can achieve a new task or by showing the aspects of the task that he can do already. The teacher of adults must appreciate that the adult brings with him a past - a past of experiences and attitudes which may be capital to work with, or a deficit to be overcome. Using the capital or clearing the deficit may be the basis for the complete sense of satisfaction that teaching gives the teacher and that learning gives the learner. (Lorge, Jensen, Bradford, & Birnam, 1965, *Adult Learning* p. 5)

Though instructors working with teachers seeking certification or re-certification may not have the obstacles associated with most traditional class settings, such as lack of motivation of the learners or lethargy, there are other

challenges. Many of these challenges may exist by virtue of the students being adults. Inherent in creating a sense of satisfaction are the considerations taken that facilitate adult learning, such as lesson structure, self directed learning and real life application of learning, and, in an on-line course structure, facility with the technology.

Many adult learners are non-traditional and location bound. Thus, Distance Education is one response to a growing population's need to have access to education that would be otherwise denied (Gibson in Hayes and Wilson 2000, p. 423). This would include teachers of foreign languages in need of courses mandated to maintain their skills and for certification or re-certification. The importance of continued exploration of quality teacher preparation is noted by Guffy, Henderson and Mann who found that "well-prepared teachers are vital to the development of effective educational programs. (Mann et. al. 2000. p 1)"

Learning Environment

Web-based training is able to meet some of these needs. Driscoll (1998) describes some of the asynchronous characteristics of web/computer-based training that are advantages in adult training to be; self-pacing, individualized learning, being geographically open, independence of time and the vast resources (pp. 56-61). With these advantages, an on-line course meets the needs beyond the academic requirements, or rather the needs of the individual and their particular social order. It does this by allowing participants to have a course in their own world so to speak.

The landscape is changing in Higher Education as there has been a 171 percent increase in adult credit enrollment since 1970 (Kassworm, Sandmann, & Sissel 2000, p. 450), and the National Center for Education Statistics (2005) reports 44 percent of adults participating in formal adult education activities (http://nces.ed.gov/pubs2006/2006077.pdf). Often this growing population is marginalized because of their status as part-time, off campus students, and due to other life commitments (Kassworm, Sandmann, & Sissel 2000, p. 451). Opening course catalogues makes it clear that educators and tertiary institutions attempt to meet this need through distance education methods such as on-line courses. For example, the Division of Extended Learning at WVU offered 261 on-line courses in the fall of 2006, undergraduate and graduate, though none were in foreign language or foreign language methodology.

The physical environment in which a student participates in an on-line course is often quite different from a traditional classroom. A learning environment has come to encompass the emotional and psychological aspects of the learner and the instructor. As Brookfield (1986) observes:

> … we should conceive adult learning to be a phenomenon and process that can take place in any setting. Indeed, it will often be the case that the most significant kinds of adult learning that are identified as such by adult learners themselves occur in settings not formally designated as adult educational ones. Such settings include families, community action groups, voluntary societies, support networks, work groups and interpersonal relationships. (p. 4)

Now, the Internet provides yet another setting. In this setting, all other environments that make up one's personal world either can be excluded or included determinately, as it is the task that creates the boundaries. More specifically, the construction of the task determines the interaction called for such as, learner-learner, learner-material only or learner-instructor. Foreign language teaching struggles with its own need for contextualization of material. The continuing challenge is to teach language as it is used, i.e., within the context of real-life communication. Computer mediated instruction potentially has the flexibility to allow those participants in professional development courses to create their own contexts, as they have the freedom to use their own environments and the course can be learner centered. (Driscoll, 1998).

Lesson length must be considered in terms of outside (student preparation) time as well as "in class" time. (Lorge et al, 1965, p. 3). Lesson length, or rather engagement time, would clearly be a consideration for an on-line professional development course, where class time is, in effect, time spent on-line. Care would be needed to facilitate the learning while allowing for the time constraints of other life commitments.

The environment, while reflective of these considerations, needs to facilitate self-directed learning, "a process in which individuals take the initiative…in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18).

Interaction with Context

Accepting the basic Vygostkian premise that content and context cannot be separated, it would be in order to discuss the contextual approach to teaching and the World Wide Web as a context for teaching.

Cafferella and Merriam (2000) state that

> There are two important dimensions to the contextual approach to learning…"interactive" and "structural"…the interactive dimension acknowledges that learning is a product of the individual interacting with the context. The most effective learning is that which takes place in authentic, real-life situations. Translated into practice, this has led to incorporating internships, role-playing, simulations, and apprenticeships into our instruction. The structural dimension of context takes into consideration the social and cultural factors that affect learning such as race, class, gender, ethnicity, and power and oppression. (p. 55)

Another consideration related to interaction with context would be the facility with which the students use the resources necessary for the course, such as the computer and the Internet. The learners' skills, preferences, and attitudes help shape the characteristics of the instructional setting (Carey, Carey & Dick, 2001). These factors then shape the nature of the learners' interaction with the medium as well as with the content, both positively and negatively.

Collaborative Learning

Kaye, (1992) defines collaborative learning as individual learning occurring as the result of group process. Further, "the current organizing principle for

language study is communication, which … highlights the why, the whom, and the when (the sociolinguistic and cultural aspects of language) (*Standards for Foreign Language Learning in the 21st Century*, 1999). Communication is more than words or an agreed upon code of delivering ideas. It is "the expression, interpretation and negotiation of meaning" (Lee & VanPatten, 1995, p. ix).

It is this ability to negotiate meaning that makes one competent in a language. Omaggio (2001) defines communicative competence as the ability to function in a truly communicative setting-that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors (p. 4).

To accomplish this, many foreign language teachers currently take a communicative language teaching approach, which is a method that calls for much interaction between students and between students and instructors. This approach lends itself to collaborative learning.

Many factors must be in place to create an effective collaborative learning environment, and some factors may not be easily replicated in an on-line course. For example, there may be an absence of para-linguistic clues (hand gestures, sighs, intonation) that are present in face-to-face or even phone conversations. (Kaye, 1992) These clues are paramount when functioning in a second language. In creating an electronic learning environment via a synchronous communication mode such as chat, other issues arise. These could include no prior editing to text that is immediately read. This could change the text meaning depending on the participants' ability to express themselves via the keyboard in a

second language. Also, there is the guiding and facilitation of the conversation and the control of turn taking to allow everyone to participate (Kaye, 1992). These factors are aspects that should be addressed as one provides for collaborative learning as a part of course design.

On-line Course Design

Though web-based design is "more like designing for any other delivery system then not … there are areas of differential emphasis" (Berge, 1998, p. 72). Khan (1998) concludes that interactivity, on-line resources, cross-cultural issues, learner controlled output, self-contained courses, ease of use, authentic material, and being non-discriminatory are key features (or components) of effective web-based instruction. In addressing the design of web-based instruction, Berge (1998) takes these features, or functional components, and categorizes them into three areas: Pedagogical, social, and technological support.

Table 1 is a synthesis of the information from Berge (1998), Khan (1998) and Bannan-Ritlan, Harvey, & Milheim, (1998) profiling what is considered good practice in on-line course design. Some characteristics are listed under more than one category as they apply to more than one area of a course.

Table 1

Web-based Instruction Characteristics

Component or Quality	Implication for course design
Pedagogical	
Student-centered/learner-controlled	Activities that call for student creation of knowledge. Students work at own pace.
Collaborative environment	Activities call for collaboration with other students.
Authentic	The activities incorporate real-life material and call for real-life application on the part of the student.
Technical	
Accessibility	The course is easily accessible and navigable.
Self-containment	All aspects/components of the course are contained on-line within the course structure.
Support	Resources for questions relating to the technical aspects of course are available.
Social	
Student-centered/learner-controlled	Activities that call for student creation of knowledge. Students work at own pace.
Democratic	An atmosphere of equality and trust is established.

This information is included as these characteristics may indicate potential barriers for teachers when considering on-line courses for professional development. For example, in the technical area, if the course is not easily navigable and all materials are not contained within the course itself, it may prove to be too stressful. Another example would be in the social dimension of the course; is it an environment where the teacher would feel at ease contributing to chat sessions regardless of her or his language proficiency level.

This chapter has described literature relating to the question investigated in this study, which is the use of on-line training for the professional development of foreign language teachers in West Virginia. Because there is little writing related directly to the topic, the various components of the subject were addressed. Needs assessment is addressed because this study is predominantly a needs assessment. As this is a study about needs for professional development, a review of sound adult learning practice was in order to highlight the necessary components of good practice when training adults. Also examined was how the learning environment has changed in respect to the needs of the adult learner and how it differs as an on-line course. How interaction with context and the different types of interactivity change in a web-based course were discussed to note differences due to the different structure. The aspects of adult learning, the learning environment, and the various types of interactivity are foundational information for a sound and effective on-line course design. These are the various facets of the question, whether or not on-line

professional development courses meet the certification needs of teachers of Spanish in West Virginia that was addressed in this study.

Related Studies

Periodic investigation through the research process has not found any inquiries into the use of web-based instruction for initial and on-going certification needs of K-12 Spanish teachers, though it did locate several related studies. Among them a study by the Nebraska Coalition for Educational Equity and Adequacy (NCEEA) and the National K-12 Foreign Language Resource Center (2001) *New Visions Issues in Recruitment Report*, Meeting the unmet challenge, study findings presented at American Association of Colleges of Teacher Education. Also found were studies on teacher retention. Two are Inman and Marlow, Teacher Retention: Why do beginning teachers remain in the profession? (2004) and, Billingsley, Promoting Teacher Quality and Retention in Special Education (2004).

The Nebraska Coalition for Educational Equity and Adequacy (NCEEA, 2002) did a study to assess the K-12 needs of the rural districts in Nebraska. The NCEEA was created in response the inequities that many rural Nebraska K-12 schools experience. The primary findings were that rural Nebraska school systems,

1. lack the purchasing power necessary to attract and retain top-quality teachers

2. cannot provide students with current textbooks (published in the last five years

3. fail to maintain a network of advanced communications and information technology necessary to the teaching and learning process.

4. cannot afford to make improvements necessary to foster a healthy teaching and learning climate. (NCEEA, 2002)

To address these needs the coalition joined with five other states to form the Rural Equity Collaborative and commissioned two studies to document the inequities and inadequacies. The findings of these studies have proven to be the basis for the coalition to lobby for policy change in relation to distribution of state funding for public schools. The NCEEA has also collaborated with the private sector to raise funds while seeking policy changes. The first finding of NCEEA recruitment and retention study is directly related to this needs assessment of K-12 professional development in West Virginia. These Nebraska educators have determined that increased funding is the most desirable solution for its teacher shortage and teacher preparation problems.

New Visions in Action are professionals in the field of foreign language dedicated to creating programs that yield graduates of U.S. schools who demonstrate foreign language competence. New Visions in Action seeks to identify and implement the actions necessary to revamp the language education system so that it can more effectively achieve the goal of language proficiency for all students. (National K-12 Foreign Language Resource Center, 2001) This organization has identified a series of actions that the profession can take to recruit and retain foreign language teachers. Task Forces were created to research, via teacher surveys, the different factors related to foreign language professional development, recruitment, and retention. Among the concrete

actions taken from the results of this research has been encouraging districts to, provide time for professional development, provide funds for on-going professional development, and asking pre-service foreign language teacher preparation programs to integrate content, pedagogy, and field experiences throughout the programs. At the time of this report, web-based instruction was not considered as an option for providing of the necessary professional development in question.

Inman and Marlow (2004) found that support from administrators was critical to teacher retention. This study revealed that interpersonal support or the absence of such support was cited as a major factor for teachers when leaving the profession. Support was defined as interaction with colleagues at all levels. Beginning teachers did not feel that his or her efforts were being facilitated. Billlingsley (2004), in addition to a lack of support, found that beginning professional development has "a direct influence on special educators' commitment to the profession and an indirect effect on teachers' intent to leave p.374"

National Council for Accreditation of Teacher Education Standards

In October of 2002, the National Foreign Language Standards Collaborative, the American Council on the Teaching of Foreign Languages, and the National Council for Accreditation of Teacher Education published (see Appendix A) guidelines for foreign language teacher preparation. The following is a brief summary of those guidelines from the ACTFL Program Standards for the Preparation of Foreign Language Teachers (August, 2002). These guidelines

are reviewed as they serve as background to understand the overall objectives of professional development for K-12 Spanish language teachers.

Language teachers are expected to be knowledgeable in several areas of language teaching.   Among which are the language and linguistics, with sufficient understanding that one is able to compare and contrast with the first language. Also expected is an understanding of current language and acquisition theory and practice to the extent that these practices can be integrated into the teaching and assessment. Finally, teachers are expected to be professionals, meaning that they continue in professional development that "strengthen their own linguistic and cultural competence and promote reflection on practice (ACTFL 2002)."

Chapter 3

Methodology

This research examined the question of whether on-line courses support the certification needs of K-12 Spanish teachers in West Virginia. The research questions guiding this study were:

1. In what professional development activities, such as university courses, on-line courses, or workshops, do K-12 Spanish language teachers participate?

2. In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-going certification?

3. In what ways have the teachers' professional development activities contributed to their classroom teaching?

4. What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?

To answer these questions, two data collection instruments were used: interviews and a survey. First, a purposefully selected sample of 16 K-12 Spanish teachers was interviewed. These interviews were to determine concerns and opinions related to the research questions. This also allowed the survey to be designed with the language the teachers use in relationship to professional development, which in turn provided more accuracy in analyzing survey responses. [These 16 teachers would have also been sent the

questionnaire, but as the responses were anonymous, it is not possible to know whether these particular 16 returned the survey as well.] Concerns raised during the interviews were formed into a survey instrument that was mailed to all 165 K-12 Spanish teachers in West Virginia. The interviews, as a one-to-one personal exchange of information, provided a means to explore the question at a level meaningful to teachers. In contrast, the survey instrument allowed for data collection from a broader perspective, as it was sent to all public school K-12 teachers of Spanish in West Virginia.

The research process was comprised of three phases. In Phase One, two teachers from each of the eight Regional Educational Service Agencies (RESA) were interviewed, for a total of 16. That sample included at least one individual from each certification level (First class permit, Out of field permit, Provisional certificate, Five-year professional certificate, and Permanent certificate). Because sensitive information was discussed, such as criticism of available professional development activities, the interviews were confidential. Data was recorded without participants' names to assure anonymity. In Phase Two, teacher responses from the telephone interviews provided a basis for constructing the survey instrument. In Phase Three, the survey instrument was distributed to all 165 K-12 teachers of Spanish in West Virginia.

Interviews

     Population and sample. A purposefully representative sample of teachers was selected for the interviews. This sample is representative geographically and of the five different levels of certification, which are identified in Table 2.

Table 2

West Virginia K-12 licensures

Certification	Classification	Description	Certification Requirements
First class permit	Temporary	One year permit/Must work towards regular certification	6 hours per year/ or Masters + 30
Out of field permit	Temporary	One yr. Certified in a discipline other than Spanish/Must work towards certification in Spanish	6 hours per year Masters + 30
Provisional certificate	Professional	Valid three years, can be renewed or converted to a five yr. professional	Valid three years, then must be renewed. Need two years experience, internship, and/or Masters+30 to convert

Table 2 *continued*

West Virginia K-12 licensures

Five year Professional certificate	Professional	Valid five years, can be converted to permanent	Must be renewed after five years. Need, five years exp. Masters, or have two three year prof. renewals + recommendation of superintendent.
Permanent certificate	Professional	Lifetime certificate	Valid for life, obtained after five years exp., Masters + 45, and/or second renewal of five year prof. cert.

The geographic distribution of these informants represents all 55 counties in West Virginia, through RESA grouping. Having participants from all RESAs insured having rural counties represented whose location is not within a reasonable, two-hour maximum, driving distance. Distance is a consideration in this study because it is often cited as a reason for participating in on-line courses (Roblyer, 1999, Blair, 2001).

Teachers were interviewed to determine 1) what professional development activities they have engaged in as K-12 teachers of Spanish in West Virginia, 2) if they have taken on-line courses, and 3) to what extent those courses were effective in respect to certification needs.

The interview sample included a 12.5% sub-sample of two teachers that had participated in on-line courses and two teachers that had used correspondence courses for the purpose of professional development. Those particular interviews revealed the perspectives of how the on-line courses do or do not meet the needs of the participants in the courses. The teachers who had used the correspondence courses felt this experience was or would be comparable to on-line courses as demonstrated in the comments below.

> I think methodology, you could do that on-line. I don't think the actual language itself, but some of the methodology…In fact, a lot of my French hours I did by correspondence...That was before on-line became so popular…just the old fashion version…My very first ESL course on the university level was a…correspondence course and I thought it was great. If it hadn't been for that course I wouldn't have continued. (Teacher Interview, RESA 8, 2003)

These interviews were a critical data source to determine the survey questions. The interview began with questions to frame the interview then progressed to more specific questions that directly addressed the research questions, as shown in Table 3, the oral interview protocol.

Table 3

Teacher Oral Interview Protocol

Interview Question	Research Question
What course of training did you take to become a teacher of Spanish (i.e. training courses, influences, models)?	(This is a pre-organizer to create a framework for the rest of the interview)
What types of professional development are you interested in or feel that you need?	(RQ 1, In what professional development activities are K-12 Spanish language teachers participating?, RQ 2, In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-certification?, RQ 3, In what way have the teachers' professional development activities contributed to their classroom teaching?)
How do you typically access professional development?	(RQ 1)
How are you maintaining your certification?	(RQ 1, RQ 2,)

Table 3 *continued*

How do you make decisions about which professional development to pursue? How could on-line courses fit into this process?	(RQ 2, RQ 4, What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?)
Have you taken an on-line course before? How well did it meet your expectations	? (RQ 2, RQ 4)
Describe the most effective professional development activity in which you have participated. What made it work for you	? (RQ 2, RQ, 3, RQ 4)
Could you see this type of experience happening with an on-line course, why or why not? If you think it could, describe how?	(RQ 4)

Data Collection

      The West Virginia Department of Education Office of Instructional Services has a directory of K-12 language teachers divided by county. This served as the starting point for finding participants. Also, to facilitate the process, the Coordinator of Foreign Languages provided a list of teachers, grouped by

certification, who might be willing to do an interview. These teachers were then categorized by their RESA. To complete the RESA representation, other possible participant names were collected county by county through the directory. Through the coordinator, schools and directory assistance, the participants were contacted and interviews were arranged. When two teachers had been interviewed from a particular RESA, the process moved on to the next RESA until each RESA had two completed interviews.

All interviews were conducted by telephone and recorded on tape. During the interviews, extensive notes were taken and the interviews were later transcribed. In order to reduce researcher bias, the questions were as open ended as possible. The duration of the interviews was 30 – 45 minutes, depending on the participant's availability. When all interviews were complete, the notes and transcripts were analyzed for patterns relating to the research questions. After analyzing the data using a matrix, a survey was constructed.

Analysis of Data

The notes and transcripts from the interviews provided data for subsequent analysis of the perceived professional development needs, on the part of the teachers. Data was analyzed by looking for patterns of responses from those interviewed. The patterns examined were;

1. Where teachers obtain professional development, i.e.

    a. Conferences, in West Virginia and outside of the state

    b. County provided Professional Development

    c. State provided Professional Development

2. How teachers choose a professional development activity, i.e.

    a. Cost

    b. Duration of the activity

    c. Alignment with certification needs

    d. Location

3. The consistency of the responses to these questions, with the level of certification i.e.

    a. Activities of experienced teachers (Those with permanent certification)

    b. Activities of newer teachers (those with 5 or less years of experience)

These interviews allowed for a richer description of how K-12 Spanish teachers are pursuing professional development opportunities in the state. This profile, because it was constructed from the language of teachers, enriched the survey instrument.

Survey

    Population and sample. The population was all K-12 teachers of Spanish in West Virginia. The survey instrument was based on issues identified from the interviews. A coding system was used to develop a profile of existing professional development activities. This determined the place of on-line courses currently within those professional activities and, what place it might have in the future. This directly addresses the question of whether on-line courses can assist K-12 teachers of Spanish with their certification needs. Each interview

was analyzed separately; then patterns involving all interviews were identified.

Tables 4 is a matrix used to categorize and analyze the interview data, and then

develop the survey instrument.

Table 4

Individual Matrix: Professional Development Activities

Certification	1st Class	Out of field	Provisional	5 year	Permanent	
	Certification level was indicated here.					
Factors of Consideration	Cert. Needs	Cost	Location	Duration	Self determined need	Support Money or P.D. hours
	All that applied were checked					
Actual P. D. Activities	In house/ school district	Conf. In-state	Conf. out of state	930 courses	Univ. courses	On-line courses
	All that applied were checked					

Data collection. The survey was mailed to the 165 K-12 Spanish

language teachers in West Virginia at their respective schools. The information

collected through this survey has provided a profile, with respect to professional

development, of the Spanish teachers in the state. The survey was mailed with

an introductory letter explaining the study and stating that response was

voluntary, in accordance with West Virginia University Institutional Review Board

guidelines. A record of respondents was not kept as anonymity was assured. Of

the 165 survey letters sent out, 63 (38%) were returned. All 63 were usable.

After a two-month waiting period, the survey was sent out again via email. As

many email addresses of teachers as possible were obtained within a three-week

period. The emails were obtained by searching through the West Virginia

Department of Education on-line school directory county by county, then by

school for whether or not individual emails were listed. Where the individual

emails were not listed, the email was sent to the principal or the superintendent's

office, whichever address was available. Of West Virginia's 55 counties, one or

more emails were obtained from 40 counties. The remaining 15 counties did not

have working websites at the time of the research. This search yielded 50

working addresses, to which the survey and introductory letter were sent. This

second mailing was in an effort to have the largest body of data possible from

this source. In response to those emails, only three additional surveys were

returned after a waiting period of one month. No further surveys arrived by

ground mail. In total 64 surveys (38%) were returned. At this point, a decision to

begin analysis of the data was made in an effort to continue the research at a

reasonable pace.

The questions addressed by the survey provided data related to how the

teachers were certified, current certification status, and how they seek

professional development. A profile of the typical professional development

activities of a Spanish teacher seeking training was developed from the survey.

The questions used are both open ended and forced choice. Please see survey

and accompanying letter in Appendices B and C.

Analysis of Data

The survey responses were divided into subsets of open-ended questions and forced choice questions. The open-ended questions were analyzed for patterns as they emerge in relation to the research questions. The forced choice responses were calculated to create a frequency distribution for each question of the survey.

Data was analyzed by triangulating between the data sources of, the interview responses, the survey responses, and findings from similar studies. This comparative analysis determined:

What teachers regard as important for professional development

1. If teachers feel on-line training is a viable means of professional development

2. How the teachers that have taken on-line courses for professional development found that experience to be

3. How these findings are in line with past studies related to on-line training.

This analysis offers some insight into whether or not on-line courses could assist K-12 teachers of Spanish in West Virginia with their certification needs.

Rationale

Quantitative and Qualitative inquiry methods were used for this research to provide data from the perspectives of the individual and the larger population researched. A survey was used to collect data from the full sample of K-12 teachers of Spanish in West Virginia, but as Marshall and Rossman (1999) state:

Surveys have weaknesses…For example; they are of little value for examining complex social relationships or intricate patterns of interaction. The strengths of surveys can also be weaknesses. Although controlling accuracy, a survey cannot assure without further evidence that the sample represents a broader universe. p. 131

To compensate for these possible limitations, and speak to the broader universe of the teachers' experience in relationship to the study, qualitative measures were employed. Strauss and Corbin (1998) write that qualitative research produces findings "about persons' lives, lived experiences, behaviors, emotions, and feelings "and that" some of the data may be quantified as with census or background information about the persons or objects studied, but the bulk of the analysis in interpretive" (p.11).   Specifically, interviews were conducted, as they "allow us to enter the … person's perspective" (Patton, 2002, p. 341). The interviews were conducted first in order to obtain the actual language used by teachers concerning their professional development activities. With this information, the survey was designed with familiar language to facilitate understanding on the part of the participants and validity during analysis. Consistency in language means less confusion when coding and during final analysis. The validity of the triangulation used during analysis is strengthened because of the design having both quantitative and qualitative measures employed.

Final Analysis

Final analysis consisted of synthesizing each data set by research question. Then, the data findings were compared and contrasted in relation to the research questions. Appendix D is the research questions and data sources.

Summary

This study asked the questions:

1. In what professional development activities, such as university courses, on-line courses, or workshops, do K-12 Spanish language teachers participate?

2. In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-going certification?

3. In what ways have the teachers' professional development activities contributed to their classroom teaching?

4. What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?

The population is all K-12 teachers of Spanish in West Virginia. Both qualitative and quantitative measures were employed to collect data. The first step was a series of interviews that covered a wide geographic range as well as including participants from all certification levels. The interview results were analyzed for patterns relating to the research questions. The analyses of these data were formed into a survey instrument that was distributed to all K-12

teachers of Spanish in West Virginia. Survey findings were divided by

relationship to the research questions and then compared and contrasted with

the interviews and similar studies.

       The findings from the data are discussed in the following chapter.

CHAPTER 4

Data Analysis

The research is presented by providing a detailed summary of the interviews and survey findings. Then both the interviews and the survey are compared and contrasted. Both quantitative and qualitative measures were used in reporting the data. This is in an effort not to lose the voice of the teachers, nor significant findings related statistically, as both are crucial elements of the research. Therefore, when appropriate, description or the actual words of the teachers are used, and when appropriate, the data are reported in a quantitative format. The findings of the study are presented in relationship to the research questions. The following are brief biographical sketches of the researcher and the participants.

Description of the Researcher

The researcher holds a Master of Arts degree in Foreign Language from West Virginia University and is working toward a doctoral degree at the same institution. The concentration is Technology Education. She teaches Spanish at a state university. The courses taught include basic and advanced Spanish courses and Global Studies, a freshman seminar. While at West Virginia University she taught all levels of basic Spanish as a graduate assistant and as a part-time lecturer. She also worked with several professors developing on-line courses at West Virginia University.

Description of Interview Participants

There were 16 teachers interviewed. Over half of the interview participants had more than twenty years of service.   Also, more than half of those interviewed held a permanent certificate in one or more subject areas, of which one was Spanish. Thirteen participants were from West Virginia. One participant indicated being from another state and two participants were from other countries. Four of the 16 teachers were within the first three years of teaching or were ready to begin teaching that academic year. This is noted because the highest attrition occurs within the first three years of teaching (Riley, 1998). The biographical data are not presented by county in an effort to maintain anonymity. It is therefore presented by Regional Education Service Agency (RESA) in appendix E.

Description of Survey Respondents

There were 64 survey respondents. The data collected related to certification and professional development activities. Approximately half of the respondents had twenty or more years of service. Almost 70 percent had permanent certification and nearly 60 percent held a certificate in Spanish. The other data collected are specific to professional development activities, and do not offer biographical data. No explicit biographical data are available for the survey respondents because none were collected. The only data that can imply biographical information from the survey are years of service and certification levels given above. Any other data that can be considered biographical from the survey responses would jeopardize anonymity.

Interviews

There were 16 interviews in total. The population of the survey was a purposefully selected sample of K-12 Teachers of Spanish in West Virginia. The geographic distribution was the state of West Virginia, divided by Regional Educational Service Agency (RESA). There were two interviews from each RESA. This geographic distribution was chosen because inherent in the RESAs are rural and non-rural divisions, assuring inclusion of teachers that are not within a reasonable two-hour driving time to an institution providing face-to-face professional development. The interviews were conducted by telephone and each lasted approximately 30 minutes. All interviews were tape recorded and transcribed. The interview data are reported question by question.

Interview question one: What course of training did you take to become a teacher of Spanish (i.e. training courses, influences, models?)

This was a pre-organizer to create a framework for the interview. The most reported means by which the teachers began teaching was graduating from a university program structured to train and certify teachers. Only three teachers took an alternative route. These participants began teaching on a First Class Permit. A First Class Permit is granted to teachers deemed qualified by a county school board to teach a particular subject, but do not have the requirements to be certified in that subject area. To continue teaching, they must comply with initial certification requirements within three years. To accomplish this the teachers must take university courses.

In response to this question, the teachers' passion for teaching and the language became evident. The following quotes exemplify this. For one individual it took one class to know Spanish was their passion. "I was in language arts at Marshall, and I took one Spanish class, and fell in love with it. (Teacher interview RESA 1. August 2003.)" For another it was evident in high school.

> In high school I took Spanish, and I just loved it. I absolutely loved it. And I knew that I always wanted to be a teacher, so I just put both of them together, and I continued on. I really like it—learning the languages, and I just like that, learning about other cultures. (Teacher interview RESA 5 August 2003.)

For this teacher it was a decided route.

> Well my major was, my undergraduate major was Spanish, and secondary education. So I was ready to be certified and certified in several states when I graduated in 1974…and so I mean that's what I was supposed to be, was a Spanish teacher… (Teacher interview RESA 8. August 2003.)

By whatever route the teachers came to the teaching field, their interests were similar for professional development, which is the second interview question.

> *Interview question two: What type of professional development are you interested in or feel that you need? (RQ 1, In what professional development activities are K-12 Spanish language teachers participating?, RQ 2, In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-certification?, RQ 3, In what way have the*

teachers' professional development activities contributed to their classroom

teaching?)

The teachers expressed their interest in training specifically related to teaching the language, as the following two teachers expressed. "Anything [teaching] foreign language related—French and Spanish I'm interested in. (Teacher interview RESA 1. August 2003.)"

> …for the last 15 or 18 years…I've gone to the West Virginia Foreign
>
> Language Teachers Association…and I attend sessions that will help me
>
> with my teaching. (Teacher interview RESA 6. August 2003.)

Also expressed was the need to better their own language skills.

> I always try to stay current with whatever I'm teaching…and the last thing I
>
> did …was in Panama, with Spanish… [to stay current] with the language.
>
> (Teacher interview RESA 6. August 2003.)

Question three asks how teachers satisfied those interests.

Interview question three: How do you typically access professional development? (RQ 1)

The teachers primarily accessed professional development through the county in which she or he teaches and/or the state; particularly those with permanent certification. Those still working towards initial or permanent certification also had university courses. Of the teachers interviewed, 75% or 12 of 16, accessed their professional development through their particular county and/or the state participating in workshops with subjects unrelated to foreign language but fulfilled certification requirements. Of the remaining, two teachers

interviewed accessed professional development on their own, through foreign language organizations or personal endeavors, and two teachers did so through university courses.

An inference here is that only 25% of those interviewed participated in professional development directly related to their discipline, teaching Spanish. This might be in part because the professional development focus of teachers is towards certification requirements. Question four is specific to certification requirements.

Interview question four: How are you maintaining your certification? (RQ 1, RQ 2)

Teachers maintain their certification through county and state provided activities, which are reported, as often unrelated to their particular discipline. Two such examples are computer training and workshops on standards and objectives requirements. These activities are mandatory. The state mandates 18 hours of continuing education credit, which is coordinated by the individual counties. The professional development provided for the teachers through the counties and the state meet specific certification requirements, such as continuing education, though they cannot replace a university course. If university course work is required, a teacher must comply with this on his or her own.

Essentially teachers have two criteria to fulfill, certification, by the state, and continuing education by the counties. This means that after reaching permanent certification, a teacher is still required 18 contact hours of continuing

education each year to maintain certification. In consideration of the criteria to stay current with certification, how to choose professional development can be complex. Question five reports these decisions.

Interview question five: How do you make decisions about which professional development to pursue? How could on-line courses fit into this process? (RQ 2, RQ 4, What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?)

Outside of mandatory activities, teachers' base decisions about professional development on cost, location, time, and subject matter. Table 5 shows the distribution of answers from the interviews.

Table 5

Factors for Professional Development Choices

Factors	Respondents
Requirements	5
Cost	4
Distance/location	3
Time	2
Topic	5
What is offered/available	1

These quotes explain why certain factors influence decisions on which professional development activities to pursue. This first teacher speaks of finances and time.

> I hate to say it, but it's financial. As to what I can afford to go to, and that has also to do with what I can afford to miss at school. My county will allow some release time, but…it is difficult to be away from your students, because of course there are no substitutes who actually teach Spanish or any foreign languages for the most part, so you don't feel as much is going on as could be if you were there. 'Course you feel that anyway, but that's just the way it is. (Teacher interview RESA 6. August 2003.)

For another teacher it is content.

> I did not feel I was doing the best job I could do. So for learning methodology, I want to know how to get certain things across. For my own personal knowledge I travel, I read, I go, I study, I talk to the people, but that's just for me to make me better so I can tell my kids more, influence 'em more. (Teacher interview RESA 2. August 2003.)

And this teacher participates in what is available.

> Well, the county doesn't offer anything for language teachers because … really there are only the three of us, and they don't offer anything. What I have done the last several years is, the Spanish Teacher's Association in West Virginia has an immersion weekend in March, and I go to that every year and it's excellent, very good. (Teacher interview RESA 7. August 2003.)

In each of the previous responses the many considerations for the teachers is evident. What also emerges is the teachers' concern for doing well in the classroom, and how that is at times difficult.

Interview question six begins to investigate how on-line courses facilitate certification needs for West Virginia K-12 teachers of Spanish.

Interview question six: Have you taken an on-line course before? How well did it meet your expectations? (RQ 2, RQ 4)

Three teachers had taken an on-line course. For all it was a satisfying experience, for example one teacher participated in "…the West Virginia Consortium for Faculty and Course Development in International Studies…they offer these summer institutes…and they're just remarkable. I…took the web page design... (Teacher interview RESA 7. August 2003.)" Another teacher found the practice with technology valuable. "I took an unaccredited on-line course, which I found useful. It was basically a chat room in Spanish with a moderator who guided the conversation." (Teacher interview RESA 1. August 2003.)

This question was open-ended, seeking information about on-line courses apart from topic. The interview participants gave positive feedback on their experiences with on-line courses, though only one course, unaccredited, was specific to Spanish. No other on-line course was reported as specific to language teaching.

Question seven is also open ended as it asks about the most effective professional development activity, not imposing limitations.

Interview question seven: Describe the most effective professional development activity in which you have participated? What made it work for you? (RQ 2, RQ, 3, RQ 4)

The experiences teachers cited were practical training and/or collaboration with other participants or with the presenters of the activities. The following quote is from a teacher who obtained practical training by traveling.

Well I think the most meaningful is some sort of immersion program…

between my junior and senior year I attended school in Spain…those

types of experiences where you're actually within the country…immersed

in the subject area. (Teacher interview RESA 6. August 2003.)

One teacher shared that type of experience with the students.

Gosh, I really think the trip to Mexico did it for me. All the next year, that's

all I talked about, and the next year I had the kids who really wanted to go

to Mexico, which I think is incredibly valuable for them. We read and we

listen and we talk about it, but if you don't ever go, you don't have an

opportunity …I don't think that students realize that people actually speak

Spanish; that everything is in Spanish. They somehow don't get that...

(Teacher interview RESA 7. August 2003.)

In this interview excerpt the teacher discusses the importance of face-to-face interaction.

Teacher: …my county offered a five-day workshop for improving teaching

methods, effective teaching methods…reviewing ideas for maintaining

class management, and using the time effectively. So that was a good

one…just ideas for teaching in general--class maintenance, class

discipline, class records, all of those things.

Interviewer: …do you think that could happen on-line…?

Teacher: No…because the interaction isn't there, especially with this workshop.

It was, 'here's the idea that we are presenting, and watch us as we do this,

as we conduct this five-day workshop using and showing you all of the

techniques that fit into your classroom.' So they weren't just telling us,

and we weren't just doing it. They were modeling it. And that would be

lost. (Teacher interview RESA 6. August 2003.)

This last quote also addressed the perceived potential for on-line courses, which

is question eight.

Interview question eight: Could you see this type of experience happening

with an on-line course, why or why not? If you think it could, describe how? (RQ

4)

The perception of the potential for on-line courses varied from very little to

"I'd be tickled. It'd mean I wouldn't have to drive to Marshall. (Teacher interview

RESA 3. August 2003.)" Only three of the teachers interviewed had taken an on-

line course. Due to this inexperience with on-line courses, teachers did not

speak to specific uses for on-line professional development activities. The

exception being course work where teachers did not feel interaction or discussion

was important, such as methodology and history. What the teachers interviewed

felt could not be accomplished with on-line courses was improved proficiency in

the language. For proficiency, teachers wanted face-to-face interaction, and did

not feel that type of experience could be duplicated in an on-line course. The following quote exemplifies this perception.

> Teacher: I think you really need to have some proficiency there…real accuracy, that you're not going to get on the on-line course. An occasional on-line course maybe…in Culture and History…that wouldn't be a problem, but something that…deals with the actual understanding of the language and acquisition of the language you need to have an actual person there.

> Interviewer: …in the literature, what do you think would have been missing…on line?

> Teacher: I feel the immediate discussion. I know you can do chats and everything else, but I just think actually being in a classroom and talking with people about their opinions and feelings and understanding what an author is trying to say or what an author has conveyed to one reader or another. I think that's very important. Again it's the interaction that's important to me. (Teacher interview. RESA 4. August, 2003)

Summary

In summary, the teachers interviewed related primarily participating in required professional development activities. Unfortunately, these activities are not specific to teaching Spanish. Teachers must locate and acquire means themselves to participate in professional activities that are discipline specific. The majority of those interviewed saw little potential for on-line course because

of a perceived lack of interaction. The following section reports the findings of the survey.

Survey

The target population was all K-12 teachers of Spanish in West Virginia. The survey was mailed to the 165 public school Spanish language teachers in West Virginia. There was a 38% return rate, 63 of 165. After a two-month wait period for responses, 50 email letters with the introductory letter and survey attached were sent. This was in an effort to have the largest body of data possible from this source. From those emails, one teacher returned a survey. In total, 64 usable surveys were returned.

The survey instrument was constructed from issues identified from the interviews. The questions addressed by the survey provided data related to how the teachers were certified, current certification status, and how they seek professional development. There were 19 questions. Appendix C is the actual survey. The following is a question-by-question analysis of the responses.

Survey Question one: How did you become a Spanish Teacher? This question was to set a framework for the survey. It is a personal question intended to convey to the teachers that the survey is not only a collection of information but also a means for them to give information. It is not simply information sought, but their information. It is to extend a sense of ownership and partnership in the research. This question corresponds with the interview. During the telephone interviews, a love for teaching and/or the language had a response of 25%. The survey also had 25%, or 15 of the 60 (23% of the total 64

surveys) teachers that answered this question named their love for the

language(s) or their love for teaching as the reason for teaching Spanish. Table

6 gives the distribution of all responses.

Table 6

How Teachers Came to the Field of Teaching

Reason	Responses
Love of Spanish or Teaching	15
Teacher/ Professor Influence	12
Spanish Major at University	11
Assigned to position	10
Spoke Other Languages	10
Spanish Minor at University	9
International Travel	7
Language Found Easy	6
Native Speaker	4

Survey Question two: How many years of service do you have in West

Virginia? This is pertinent to the research because certification requirements

change with years of service. Also, professional interests may change as

teachers acquire years of service as addressed in survey question eight.

There was a 100% response to this question. Of the responses 30 of 64,

47%, reported 20 years of service or more.

Table 7 gives the distribution of years of service. See Appendix F for the full

distribution.

Table 7

Years of service in West Virginia

Respondents	Years of service	Percentage
30	20+	47
14	8+	22
10	4-7	15.5
10	1-3	15.5

Survey Question three: What is your county? This question informed that all Regional Educational Service Agencies (RESAs) were represented in the survey. Having all RESAs represented gives assurance that the sample has a sufficient geographical distribution. This is significant for the validity of data collection. It may also be of consideration for the intended readers, those in K-12 administration, to know the information gathered has this geographic base. Teachers can also be reassured knowing that their particular regions have been a part of the research. No notable differences in responses were recognized by county nor RESA.

See Appendix G for a distribution by county and RESA.

Survey Question four: What level(s) of Spanish do you teach? The level(s) of Spanish being taught might influence the professional development a teacher chooses, or is asked to participate in by administration. It is also an indicator of what expertise is expected of a particular teacher. A total of 59 of the 64 respondents, or 92%, teach beginning level Spanish, though only 20% solely teach the beginning level (see Appendix H). Of the total, 46 of 64, 72% teach

beginning Spanish in addition to at least one other level. Table 8 is the duplicate count of levels taught.

Table 8

Levels of Spanish Taught: Duplicate count

Level	Number	Percentage
Beginning	59	92.19%
Intermediate	45	70.31%
Advanced	33	51.56%
Advanced Placement (AP)	9	14.06%

Survey Question five: What grade(s) do you teach? This question is also to gauge what a teacher is expected to accomplish with respect to student outcomes. Teaching beginning Spanish in the fifth grade is different from teaching beginning Spanish in high school. The importance to professional development is that a teacher might need professional development activities for his or her teaching that are not provided. The age difference in students requires different pedagogy in conveying the material.

The results are as follows; 28, or 46% teach at the high school level and 16, or 25% teach in middle school. The remaining 27 percent teach at both middle and high school levels. Only one teacher taught K-12. See Appendix I for grades taught.

Survey Question six: What type of certification do you have? The type of certification a teacher has is a factor in the type of training a teacher may require or feel is necessary. A possible scenario is, a teacher with a 7-12 certification

that has an assignment teaching Spanish because of the school district's need, but is not certified in the subject area. This teacher would need professional development towards certification. The following quote is from a teacher with an "Out of Field" certification and speaks to this example. "I attend all the Spanish workshops that I can. It is good for me as a teacher…"

Of the 64 teachers that answered question six, 38, or 59%, had a Spanish certification. This is almost 10 percent lower than the interviews, where 68% of the teachers had a Spanish certification. A possibility for this variation is that suggestions for participants to be interviewed came from the Coordinator of Foreign Languages in West Virginia public schools. These individuals might have been known to the coordinator because of a professional history and would have been more likely to hold certification in Spanish teaching. Other suggestions came from individual counties and two suggestions came from a university professor who knew those individuals as students.

The most reported certifications from the survey were, Spanish 5-12 (23 responses – 36%) and Spanish 7-12 (12 responses – 19 %). Of the respondents 23, or 36%, had other types of certification, such as another foreign language or English, as well. Table 9 is the distribution of teachers with a Spanish Certificate. See Appendix J for the unduplicated response of all teachers.

Table 9

Teachers with a Spanish certificate

Certification	Respondents	Percentage
Spanish 5-12	23	36
Spanish 7-12	12	19
Other Spanish Certifications	3	4
(9-12 Spanish, 6-12 Spanish, Spanish K-12)		

Survey Question seven: What level of certification do you have? The level of certification a teacher has is a factor in the professional development required by individual counties and the state. These requirements can influence how a teacher chooses his or her professional development activities. For example, a teacher with a first class permit; (a permit to teach for one year with the understanding that the teacher will pursue and make progress with respect to certification), must do whatever course work is available to move towards certification. Delaying activities required for continued certification might jeopardize the individual's teaching position. Also teachers that are certified, but not permanently certified, might be limited in the professional activities in which they participate. What a teacher might perceive as important in professional development becomes secondary to fulfilling immediate state and/or county requirements in such situations. Table 10 gives the results of this question.

Table 10

Certification levels of teachers surveyed

Certification Level	Respondents	Percentage
First Class Permit	2	3.17
Out of Field Permit	2	3.17
Provisional Certificate	8	12.70
Five Year Professional Certificate	8	12.70
Permanent Certificate	43	68.25

Note: 1 person did not respond to this question.

Survey Question eight: What are your required professional development activities? Question eight supports question seven, as the required professional development activities change depending on the certification level. For example, during the interviews it became apparent that teachers just beginning their teaching careers, focused on the activities required for continued certification. This contrasted permanently certified teachers who often wanted to find ways to improve their skills, both in the language and in teaching. The survey results showed a similar pattern. Teachers with more experience had interests beyond certification requirements, whereas teachers new to the field concentrated on required activities.

Tables 11 and 12 show the required activities. Appendix K is the unduplicated count.

Table 11

Unduplicated Count of Required Professional development activities

Required Prof. Development Activities	Respondents	Percentage
County and State Mandated	32	55.17%
County Mandated Only	8	13.79%
County Mandated, State Mandated, and Discipline Oriented	15	25.86%
Discipline Oriented Only	2	3.45%
County Mandated and Discipline Oriented	1	1.72%
State Mandated Only	0	0.00%

Note: 6 people did not respond to this question.

Table 12

Duplicate Count of required professional development activities

Activities	Respondents	Percentage
County Mandated	56	96.55%
State Mandated	47	81.03%
Discipline Oriented	18	31.03%
Other; i.e. Special Ed. or Technology	3	5.17%

Note: 6 people did not respond to this question.

Survey Question nine: How do you obtain information about professional development related to teaching Spanish? Question nine gives an overview of the various resources teachers are aware of to inform them of professional development activities. The most used resource was the State Office of Professional Development (SPDO). Of the 63 responses to this question, 41, or 65%, use the State Professional Development Office to obtain information on professional development activities. Other sources mentioned by teachers were, personal investigation, 54%, the county where the teacher works, 51%, and colleagues, 47%. Table 13 is the duplicate count for survey question 9. See Appendix L for the unduplicated count.

Table 13

Resources for information on Professional Development Activities

Source	Respondents	Percentage
State Professional Development Office	41	65.08
Personal Investigation	34	53.97
County	32	50.79
Colleagues	30	47.62
School	14	22.22
Local Professional Development Office	11	17.46

Note: One person did not answer this question.

Survey Question ten: What other professional development activities do you participate in that are not required, and why? Non-required activities reflect what teachers are able to participate in that they find personally interesting, or deem important for their individual teaching. Not directly related to teaching Spanish, teachers did activities to advance in their certification. These were courses towards a second certification or towards a master's. These activities raise a teacher's salary. Directly related to teaching Spanish, teachers went to immersion workshops and workshops or conferences on teaching language. Of the 56 responses to this question, 29 participated in such activities as shown in Table 14.

Table 14

Non- required Professional Development Activities

Activities	Responses
Classes for college credit or other certification	7
None	7
Spanish Immersion Weekends	7
Workshops related to teaching Spanish	7
Conferences/Seminars related to teaching Spanish	6
Travel	6
WVFLTA – West Virginia Foreign Language Teachers Association	4
ACTFL – American Council on the Teaching of Foreign Language	3
Governor's Institute/Governor's Honors Academy	3

Table 14 *(continued)*

Non- required Professional Development Activities

Study Abroad	3
WVEA – West Virginia Education Association	3
WV-NELL – Network of Early Language Learning	3
NECTFL – North East Conference on the Teaching of Foreign Language	2
RESA – Regional Educational State Agencies	2
Other	12

Note: 1 person did not respond to this question.

Survey Question 11: What are your professional development interests? This question investigated the interests of teachers not filled by their required activities. Nine teachers responded to this question by saying that the Spanish language, or some aspect of it, was a professional development interest. This corresponds to survey question 10, where 16 teachers responded that they went to the Spanish Immersion weekends or that they traveled. Part of the study asked if certification requirements are in accord with teachers' perceived needs. This is relevant as research question four asks; In what ways have the teachers' professional development activities contributed to their classroom teaching? Table15 is the distribution.

Table15

Professional Development Interests of Study Participants

Interests	Responses
New teaching strategies, techniques, how to interest students	16
Language, Improving Fluency, Conversational Vocabulary, Slang	9
Literature, History, Culture	8
Take higher level classes, Work towards higher degree or certification	7
Computer/Technology skills	5
Study in, or travel to Spanish speaking countries	5
Total Physical Response (TPR is a technique for teaching foreign language)	2
Other: (i.e. other disciplines or personal research)	6

Survey Question 12: What factors contribute to how you make decisions on what professional development activities to pursue? The responses to this question demonstrate concerns that influence professional development pursuits. These influences are an indication of what can be managed by teachers. An example is, professional development activities offered by Universities, professional organizations, and at times by the state, are not always accessible to the teachers for varied reasons. The most frequently mentioned obstacles were, cost, when an event was taking place (calendar dates), and distance, as demonstrated by this quote. "Availability –few [professional development opportunities] exist within 3-4 hours travel of here." Table 16 is the factors cited by teachers on pursuing professional development.

Table 16

Factors Contributing to Decisions on Professional Development Activities

Factors	Respondents	Percentage
Cost, Distance, Calendar Dates, Duration	20	32.79%
Cost, Distance, Calendar Dates	15	24.59%
Distance, Calendar Dates	6	9.84%
Cost, Duration	5	8.20%
Distance, Calendar Dates, Duration	4	6.56%
Cost Only	3	4.92%
Cost, Distance, Duration	3	4.92%
Calendar Dates Only	2	3.28%
Cost, Calendar Dates	2	3.28%
Cost, Distance	1	1.64%

Note: 3 people did not respond to this question.

Survey Question 13: How do you provide for these interests or activities? This is a foundational question. The study addresses professional development activities, therefore teachers were asked to name sources. The following table provides an overview of those sources.

Table 17

How teachers provide for professional interests

Activity	Respondents	Percentage
Conferences In State	41	77.36
Conferences Out Of State	9	16.98
In State Workshops	50	94.34
Out Of State Workshops	9	16.98

Survey Question 14: If you had unlimited resources how would provide for these interests? This hypothetical question allows teachers to respond without the restrictions of real life i.e., what is allowed by the state/county, money, time, or what opportunities exist. This gets to the heart of what teachers would like to do in relation to professional development. Of the respondents over 50% would participate in activities related to teaching Spanish. For example, over 25% would travel or study abroad. One note is that 11 teachers were not sure, and another 17 did not respond. That is over 40% of survey respondents. Table 18 gives the responses.

Table 18

Activities teachers would participate in given unlimited resources

Activities	Responses
Travel	12
Not Sure/Don't Know	11
Attend conferences (local, national, and/or abroad)	9
Study Abroad	6
Bring more to county (ex. Workshops)	4
Take classes, get Master's Degree	4

Note: 17 people did not respond to this question.

Survey Question 15: How do you access your professional development?
This question is to determine exactly how teachers obtain professional

development and whether the state or county is providing for professional

development. For analysis, the question is divided into three parts, overall

sources for professional development activities, county-provided activities, and

state-provided activities. The responses indicate the counties provide the

majority of the professional development activities. These activities are not

reported as related to the teaching of foreign language. Appendix M lists the

actual activities reported as provided by the counties and the state. The

following table illustrates where teachers participate in professional development.

This is significant as the majority of teachers use the county activities, which the

interviews and surveys revealed are often not directly related to the teaching of

Spanish.

Table 19

Access of Professional Development: Duplicate Count

Source	Respondents	Percentage
County	36	73.47
State Organizations	33	67.35
In-house/School	18	36.73
National Organizations	10	20.41

Note: 15 people did not respond to this question.

Survey Question 16: How do you fund your professional development activities? Where teachers obtain funding is an indication of the support that is given from the state, counties, and individual school districts. It is also an indication of how well informed teachers are about funding opportunities. If asking about whether teachers might consider on-line courses for professional development needs, where funding is obtained is a reasonable question. This takes into consideration that the average teacher pay in West Virginia is $38,497 (Alliance for Excellent Education, 2005, West Virginia Department of Education, 2005).

Professional Development funding opportunities vary. This being so, 23 teachers gave two or more responses to this question as demonstrated by the response below.

"[I fund activities] On my own, [and with] grants, school…County funds, State funds."

Six teachers did not respond or gave a response that indicated they did not

understand the question.

Table 20 gives the distribution of responses to this question.

Table20

Funding of professional development activities: Duplicated count

Funding type	Responses
Personally	33
County	21
State	10
Free	3
School	4
Grants	2

Survey Question 17: Have you ever taken an on-line course for your

certification or other professional development needs? How did the course meet

your needs? What were your reasons for taking the course? Questions 17 and

18 are the focal point of the research. The remaining survey questions serve to

place these two questions into perspective. For question 17, 11 of the 64

respondents had taken an on-line course. Of those 11, six reported a positive

experience. One teacher described the course as "excellent." The "reasons were

$, credit, & to gain knowledge". Another said "Yes. [A university's] Electronic

Writing project. Excellent!" Tables 21 provides the responses.

Table 21

On-line Course Matriculation and how the Courses Met Their Needs

Yes/No Response	Responses
No	47
Yes	11
N/A	4

Reasons for taking course	Responses
Certification/Master's Degree	3
Convenience	3
Required Credit/Only way course was offered	2

Experience with course	Responses
Positive experience	6
Negative experience	2

Survey Question 18: What courses, if provided on-line would you be interested in? How would these courses be of benefit to you? (no driving, less cost, . . .). Twenty-three percent of the respondents reported that no on-line course would be of interest. This was the response most reported. Only six responded to the benefits of an on-line course. Of those responses, not having to drive was most reported. Table 22 provides the results in two parts. The first

part reports the classes that would be of interest and second reports the

perceived benefits.

Table 22

Courses of interest if provided on-line and the perceived benefits of being on-line

Course	Responses
No course	15
Spanish	9
Culture	6
Obtain Master's	6
Teaching Skills	4
Unsure (?)	3
Grammar	2
Non-Spanish Related	2
Workshops	2

Perceived Benefits

Benefit	Responses
Self paced	2
No driving	3
Less cost	1

Note: 15 people did not respond to this question.

Survey Question 19: What professional development activities have you participated in during the past year? With this question, it is possible to see in which activities teachers actually participated. These activities can then be assessed with the teachers' perceptions of on-line courses. Of the 55 responses, 16, or 30 % directly relate to teaching Spanish, as indicated in Table 23. Ten were foreign language conferences and six were Advanced Placement training. Of significance in these findings is the contrast to survey question 11, (What are your professional development interests?), where 40 of the 53, 75%, of responses to this question indicated an interest in activities directly related to language improvement or the teaching of Spanish. Table 23 reports the responses.

Table 23

Professional Development within the past year

Activity	Responses
Curriculum and Standards Objectives (CSO)	12
Various Workshops	11
W.V. Foreign Language Teachers Association	9
Conferences	6
RESA	5
Co & State Training	4
American Conference for Teachers of For. Lang.	
West Virginia Conf. for Teachers of For. Lang.	4
Advanced Placement (AP) training	3

Summary

The survey provided data concerning required and non-required professional development activities of West Virginia K-12 teachers of Spanish. This includes activities related to certification. The survey also outlined the experience of these teachers with on-line courses and their perceptions about the possibilities of on-line courses regarding professional development. Related to certification, teachers used required activities to maintain certification. To advance in certification, teachers used non-required activities such as university courses. The survey indicated that teachers wanted professional development related to teaching Spanish, but that few opportunities are provided by the counties or the state. Specifically, teachers desired activities with interaction with the language. Most teachers did not see a place for on-line courses in their professional development, and only three teachers had taken an on-line course for certification needs. The reason for the lack of interest was a perceived lack of personal interaction in on-line courses.

These findings concur with the interview data. Both data sets report the majority of professional development activities participated in are offered by the counties and the state. Ordinarily these activities are not discipline specific. Teachers expressed an interest in more activities that are specific to language development and teaching techniques. Non-required activities are needed to advance in certification. In both the interviews and survey, teachers inform that finding activities to fulfill this need can be difficult because of time, money, and distance. Also in both few teachers report having taken an on-line course, and

most did not perceive a benefit with on-line courses. Those who did see an

advantage would use the courses towards their masters' or to advance in

certification. The following section discusses the data findings.

CHAPTER 5

CONCLUSIONS

Within this chapter, the conclusions from the data collected are discussed, and these findings are related to prior research. In addition, an overview of implications, an explanation of unanticipated findings, implications for practice, and recommendations for further research are provided.

Purpose of the Study

The purpose of this study was to investigate whether on-line courses support certification needs of K-12 teachers of Spanish in West Virginia. To accomplish this four research questions were addressed. They are: 1) What professional development activities, such as university courses, workshops or on-line courses, are K-12 Spanish language teachers participating in? 2) In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-going certification? 3) In what ways have the teachers' professional development activities contributed to their classroom teaching? 4) What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?

Review of Methodology

The population was all K-12 teachers of Spanish in West Virginia. Both qualitative and quantitative measures were employed to collect data. The first step was a series of interviews that covered a wide geographic range. This included participants from all certification levels. The interview results were

analyzed for patterns relating to the research questions. The analyses of these data were formed into a survey instrument that was distributed to all K-12 teachers of Spanish in West Virginia. Survey findings were divided by relationship to the research questions and then compared and contrasted with the interviews and similar studies.

Summary of findings

Briefly, the research revealed that teachers are not satisfied with their professional development activities, because the activities do not address their perceived needs. The activities do however satisfy basic certification needs. These activities do not include on-line courses. It is not perceived by teachers that on-line courses could benefit them with respect to their certification needs. This finding was not a surprise considering the low enrollment in on-line courses related specifically to foreign language teaching at West Virginia University in past years. The findings are summarized here by research question.

RQ 1: What professional development activities, such as university courses, workshops or on-line courses, are K-12 Spanish language teachers participating in?

The answer to this question is comprised of several aspects. These are, what are the actual activities, whether they are required or not, and how teachers choose activities. Teachers report a distinction between activities participated in and those of actual interest. Teachers could meet their basic certification requirements through the professional development offered, but these activities did not enhance teaching.

In the interviews and the surveys, teachers report participating in the same type of professional development activities, both required and non-required. Of those interviewed and survey respondents, most accessed their professional development through face-to-face activities provided by their county and/or the state. These were workshops that fulfilled ongoing certification needs by providing continuing education hours. The topics were reported as unrelated to foreign language, but the activities were required to fulfill certification and continuing education requirements.

Years of service is one factor that relates to how teachers chose professional development activities. This is because both required activities and the professional interests of the teachers changed with the years of service. For example, teachers new to the field did the required professional development, and did not express a want to do more, while permanently certified teachers often wanted activities related to both the language and the teaching of the language.

Also consistent between the interview and survey data, are the factors for teachers that influence whether or not to choose an activity. The most frequently reported considerations in taking a non-required activity were cost, time, and distance.

Cost was the most reported factor. The majority of teachers that participated in non-required activities reported they paid out-of-pocket. What also emerged from the data is that teachers were not well informed about funding opportunities. Teachers often reported that funding was unavailable from the

counties or the state whereas others were aware of opportunities to obtain

funding. In fact the state does "reimburse for classes on a first come first serve

basis." (http:/wvde.state.wv.us/certificationfaqs.html)

Two other factors are time and distance. Time and distance are often

interrelated. There is travel time to activities away from the teacher's home. One

example would be a university course. In addition to class time requirements

there might also be assignments involving university facilities and meeting with

classmates outside of class. Teachers are reluctant to take time from their

families because, as one teacher stated, "there's a lot of money involved, and a

lot of sacrifice." (Teacher interview, July 2003)

RQ 2: In what ways have those professional development activities met, or not

met, these teachers' needs for obtaining initial and on-going certification?

The professional development activities do satisfy certification needs.

Teachers maintain their certification through county and state provided activities.

These are required events provided for teachers by the counties and/or the state.

These activities meet minimum certification requirements, such as continuing

education hours. However these activities do not satisfy university course

requirements that are required to advance in certification. When university

course work is necessary for certification advancement, a teacher must comply

with this on his or her own.

The counties and state provide training related to content and standards

(CSO), such as changes due to the "No child left behind (NCLB)" Act of 2001.

Please see Appendix N for the CSOs of Foreign Languages. These activities are

to make teachers familiar with the skill level that students are to achieve after completing a certain class or series of classes. In these general sessions, the state or a particular county will address changes that have to be made in order to demonstrate that the new standards are being met. These sessions often count towards the required 18 contact hours of continuing education. Typically the university courses are towards a master's degree, because to advance to a permanent certification status a teacher must have a masters plus 45 in addition to other specific requirements explained in Appendix O.

RQ 3: In what ways have the teachers' professional development activities contributed to their classroom teaching?

A majority of teachers were dissatisfied with their professional development. One reason for the dissatisfaction reported was that most of the professional development was unrelated to the foreign language classroom. The activities were reported as typically related to the CSOs or other types of staff development, as an interview participant reports here.

> T: They have workshops. In fact I did one yesterday. They space them throughout the summer on various things. This summer the emphasis is in twenty-five ten, No Child Left Behind. So we're being in-serviced on that.
>
> I: What is twenty-five ten?
>
> T: It's a state education bill in the legislature.
>
> I: How does that relate to your professional development [in teaching Spanish]?
>
> T: Very little. Very, very little. (Teacher interview, 2003)

This is particularly disconcerting, considering that West Virginia is one of thirteen states that require schools to set aside time for professional development and one of twenty-seven states that finance professional development in all school districts (Alliance for education, 2005). The professional development that teachers report with positive feedback are activities that directly address teaching Spanish. Also reported as significant and missing are opportunities to maintain and/or improve language skills.

The content and focus of the activities determined how teachers reported regarding research question three. Activities offered or required by the counties or the state, were reported as having no impact on classroom teaching, because the concentration of these events is often administrative. These were referred to by teachers as staff development or in-service where teachers are given concrete information, such as actual paperwork procedures, that are revised because of policy changes. These sessions also inform instructors about teaching goals and objectives related to new standards, but not how to produce those newly expected outcomes.

Another factor in how professional development contributes to classroom teaching was the level of certification. Teachers newer to the field defer to immediate certification requirements. Given the choice between an activity related to language teaching and a requirement, a teacher is obligated to participate in the required activity to maintain their certification.

Teachers reported activities in the content area as being more beneficial for the classroom. These were often activities that teachers pursued themselves

because of a perceived need. The needs expressed included actual language improvement and techniques specific to foreign language instruction. It is in the capacity of language teaching techniques that on-line courses offered by the universities might best serve teachers. The university courses teachers take, though often designated as education courses, are not discipline-specific to teaching Spanish. These primarily serve teachers for certification purposes. This is indicative of the few professional development opportunities in Spanish teaching available. Considering this point, it was not unexpected to find that teachers participated largely in required activities, with only a small minority taking part in activities related to language teaching**.**

The type of certification a teacher has was another factor in how professional development contributes to classroom teaching. Again, given the choice between an activity of personal interest or filling a basic requirement for certification, a teacher must satisfy the requirement. For example, a teacher may want to enroll in a language course, but might have to take another type of course, to comply with the required credit hours. This is especially true when the certification is not in Spanish teaching. The interviews and surveys both revealed a noteworthy percentage of teachers without a certification in Spanish teaching. The interviews reported 30% of teachers without regular certification in Spanish teaching. This includes four teachers on a temporary or provisional certificate. Of the surveys, 40% did not hold a certificate in Spanish. This indicates a particular need for professional development in the discipline, as teachers only have three years to complete certification for the subject taught.

Because teachers must comply with requirements related to their specific certifications, the opportunities for progress within the discipline might be limited. This is a matter of concern considering the National Council for the Accreditation of Teacher Education (NCATE) standards for Foreign Language teachers state that teachers "engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice." (www.ncate/org/public/standards.asp)

RQ 4 What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?

Of the interview participants, three teachers had taken at least one on-line course. All reported a positive experience. These courses were related directly to foreign language. Of these interview participants, a course, in Spanish culture, taken by one teacher on a first class permit did fulfill a requirement for Spanish certification. Of the surveys, 11 teachers were in the process of taking an on-line course or had taken an on-line course. Of these survey respondents 6 reported a positive experience however, only one reported the on-line course as being related to language "I took a conversation class, but without receiving credit – I enjoyed it (Something on AOL years ago)". The reasons teachers reported not taking on-line courses varied. Among them were a perceived lack of interaction with the instructor and peers and not being proficient with computer technology. The teachers reported that they believed improved oral proficiency in the language could not be accomplished with on-line courses. To improve

proficiency, teachers wanted face-to-face interaction, where they use the language verbally. They did not feel this type of interaction could be duplicated in an on-line course.

<div align="center">Discussion</div>

In this research, the professional development activities of K-12 Spanish teachers were identified as well as the different attitudes towards professional development. These are discussed here in relation to the feasibility of using on-line courses for professional development, specifically certification needs. In addition, the research is related to prior studies, an overview of implications is provided, an explanation of unanticipated findings, as well as implications for practice, and recommendations for further research.

Teacher Perceptions of On-Line Courses.

Teachers' perceptions of on-line courses often stemmed from inexperience. Most associated the courses with technology. This idea gave way to thinking of the courses as being impersonal and distant. It was this viewpoint that created the limitations teachers believed to be connected with these courses. Those limitations are essentially a lack of interaction, from student-to-student and instructor-to-student. The lack of interaction was important because teachers felt that immersion with the language would not be possible.

Teachers are correct that immersion cannot be duplicated on-line, however it would be possible to have language and culture exposure. This could be accomplished by through computer-based training accessing authentic materials such as periodicals and the radio. A true immersion experience can

only take place in a Spanish speaking country. There is a distinction between being exposed to the language and living it. The difference can be likened to an isolated weekend where everyone speaks Spanish and eats Hispanic dishes, and being abroad several weeks where everything from the street signs to the menus are in Spanish. The National Endowment for The Humanities Fellowships for Foreign Language Teachers K-12 is "based on the premise that intensive study in an immersion setting is the most productive way for highly motivated and experienced foreign language teachers to improve their knowledge and proficiency (Barfield, 2000. 2)." Language acquisition theory and practice speak to the importance of environment in developing linguistic competence. "Opportunities must be provided for students to practice using language in a range of contexts… Opportunities should be provided for students to practice carrying out a range of functions…"(Omaggio, 1993 p.77).   Teachers believe these opportunities, that develop linguistic competence, would be difficult to replicate in an electronic learning environment. Though an on-line environment might not best suit language development, there does exist potential with on-line courses for certification needs. There are other aspects of teaching language that could be developed. "Methodology" and "Culture" are two types of courses teachers believed could be delivered on-line. These types of courses do not require an atmosphere of spontaneity that allows for full experimentation with the language. Other courses that might be delivered on-line are ones relating techniques and methods to the accomplishment of the No Child Left Behind Standards. For example, West Virginia's Content Standard and Objective

Standard 2: Culture (FL.S.2) subordinate Perspectives Objectives states

students will:

FLIII.2.1 explain the significance of daily routines and cultural viewpoints

in the target culture(s).

FLIII.2.2 analyze common generalizations about the target culture(s).

To accomplish this objective, teachers might benefit from an on-line course

designed to explore cultural stereotypes. Cultural material could be gathered

from on-line sources and formed into units. A course such as this has the

potential of satisfying administrative needs while addressing professional

development concerns of Spanish teachers.

The most common professional development activities are state and

county sponsored events. The data indicated the state and county activities

related to new standards, such as NCLB, policies, and regulations and presumes

that teachers need to be familiar with the new changes. These activities are

often considered continuing education hours, which are required. This type of

training could be done on-line. If this is the presentation of new or augmented

regulations, this material might easily be delivered in an on-line format. For

example, a course design might have the changes or additions to policies

segmented with quizzes that must be passed in order move forward in the

material. Teacher hours could be recorded toward the continuing education

requirements and this could free teachers for other types of training. A

consideration is that computer training might be necessary before these courses

could be taken. The data show that a common reason for not taking an on-line

course was the belief, on the part of the teacher, that he or she did not have adequate computer skills. Teachers without sufficient computer skills would need practical training in that area.

Teacher Perceived Needs for Professional Development

The actual professional development that teachers participate in differs from their perceived needs. This is because they have professional development requirements (such as continuing education hours) and activities addressing their perceived needs are often not available. Teachers feel they need training directly related to the Spanish language and teaching techniques. The most reported subject for professional development was the CSOs. These are directives and not means. Teachers want training to address specific content material. Examples might be, how to teach specific grammatical constructions or the culture of a specific country. Also teachers want to improve in using the language itself. The following are responses to survey question 11: What are your personal professional development interests?

"…teaching strategies pertaining to foreign language."

"Improving fluency…"

"Anything to do with Spanish."

Impact of Restraints

The interest on the part of the teachers to seek out professional development they believe to be beneficial is discouraged by several restraining factors. These factors are interrelated. They are; limited opportunities, time, distance and cost. Training opportunities directly related to Spanish and

teaching techniques specific to foreign language within the state are not offered very often. Teachers are frequently prevented from participating in out-of-state activities because of time and money. Teachers have neither the funds nor the time to attend national conferences. Few West Virginia counties reimburse for such activities and teachers are unable to take the time away from their classes and their homes. As teachers become accustomed to these constraints they also become complacent and settle for what is placed before them by the state and counties.

Teacher Training and Student Outcomes

With the mandates of NCLB student outcomes become paramount. The connection between teacher preparation and improved student learning has been shown in several studies (Darling-Hammond, Grossman, Brewer & Goldhaber). This is noted because, consistently during the study, teachers reported feeling that they were not given the training or resources in order to be effective teachers. If administrators want to comply with NCLB it might be advantageous to first satisfy the perceived professional development needs of Spanish teachers.

Relationship of the Study to Prior Research

This section highlights the findings of related research are presented. Traditional research methods to identify studies related to professional development of K-12 language teachers were employed. To guide the evaluation of related research, a list of search terms was determined. The primary terms used were, *teacher preparation, teacher professional*

development, foreign language teacher professional development, and teacher certification. A search of the ERIC data base using the terms noted above was made, and a hand search of several education journals was done at Universities within travel distance of the researcher, in an effort to be as thorough as possible.

Several studies support the research presented here. Among them are, Andrews (2003), Rosenberg & Sindelar (2005), and Lee, H. (2005), Andrews (2003) reiterates what was voiced by the teachers involved with the present study, that it is knowledge of the language that is critical to success in the foreign language classroom. What Andrews discovered is that teachers must have a solid understanding of the language they are teaching to teach effectively. The Andrews study makes evident that being fluent in a language is not sufficient to teach the language and/or the culture effectively. Rosenberg & Sindelar (2005) review literature and studies connected to the effectiveness of alternative certification programs for Special Education teachers. The study revealed that teachers from alternative programs are not as well prepared as teachers that come from traditional programs. Any cursory review of literature will reveal that teachers from alternative certification programs have a higher attrition rate than those coming into the field from traditional programs. The Andrews' study shows this is true even in disciplines difficult to staff, such as special education, or as is foreign language in specific geographic areas.

Lee (2005) discusses matching purpose and strategy for creating a successful professional development program. The purpose of the development

for K-12 teachers of Spanish is to be related to better serving the students in the foreign language classroom. Teachers of this study have reported that this is not the end result of the professional development provided by the state and counties.

Recommendations

Teachers reported needing and benefiting most from immersion activities. One way to achieve this would be to send groups of teachers abroad over the summer. Other activities, such as state standards training could be placed on-line. In this way teachers could access material required by the state or county while leaving them free to participate in activities they feel to be more applicable to the classroom.

The resources traditionally used to fund in-house workshops, such as paying a facilitator, copying materials, or overtime for custodial staff, could be diverted to pay a portion of trips either abroad or to an activity designed to be an immersion experience. The benefit would be skill enhancement and signal that the administration is supportive, thus contributing to teachers' morale.

Explanation of Unanticipated Findings

The only unanticipated findings were the teacher's love of teaching and love of the language. Of the interviews, 25 % of teachers reported a love of the Spanish language as a reason for pursuing a career in teaching as one teacher says

In high school I took Spanish I, and I just loved it. I just absolutely loved it,

and I knew I always wanted to be a teacher, so I just put both of them

together… (Teacher interview, Jackson county, 2003).

Of the surveys, also 25% of the teachers reported a love for the Spanish

language and/or for teaching, as a reason for becoming a teacher as stated here

by three teachers.

"I took Spanish in the 10th grade and fell in love with it."

"I became enthralled with Spanish in high school and decided then that I

wanted to be a Spanish teacher. I had an inspiring high school teacher

who also encouraged me."

"Because I love to teach"

The experience of the researcher, including discovering data such as the

high attrition rate of teachers, and the constant media coverage concerning the

difficulties within the teaching profession, did not foreshadow this finding.

Implications for Practice

It is evident from the data findings that teachers recognize an area of

weakness in their training. These are insufficient professional development

activities in the subject area, Spanish. Knowing teachers identify limitations in

their training, it is reasonable to seek ways to address this weakness to enable

teachers to teach at their best potential. The study reveals traditional methods of

training such as, attending classes and taking part in conferences, where

extended travel to the activity site is necessary, are not feasible for teachers.

Also, teachers in general are not comfortable with on-line courses for language

training because of a perceived lack of personal interaction. Other options are needed. Possibilities might be creating curriculum development grants and courses that require travel to Spanish speaking countries. Also, involving other disciplines for co-teaching projects would interest a broader range of teachers, and potentially other monetary resources for professional development.

<div align="center">Implications for School Administrators</div>

Administrators might discover that Foreign Language is not the only discipline in which teachers have concerns about subject specific training. With respect to Foreign Language, administrators can provide support in the forms of; hours towards continuing education hours for professional development activities outside of the county and state, grants, information on opportunities, and planning for time away. This would encourage teachers to seek out and participate in these opportunities. Administrators can also provide support in researching how to have teachers participate in immersion experiences. Considering all disciplines, conveying administrative information to teachers in a more time efficient manner will create time for discipline specific training.

Implications for Higher Education

An initial perception is that institutions training these teachers are getting

teachers certified, but not providing for the perceived needs during the initial

training. From both the interviews and the survey it is evident that teachers

observe the need for more discipline specific training as their careers progress.

Within the constraints of required course work, it may not be possible to provide

this training. One possibility could be on-line work in subjects teachers believe

they would be comfortable with on-line delivery, such as literature. Another

possibility is summer institutes abroad. What is apparent is that alternatives

within the traditional structure are needed.

Implication for Spanish Language Teachers

Spanish teachers will have to create their own opportunities.

Administrators are bound by state mandates and funding limitations. Teachers

must be aware there is a fine balance as they work towards getting the training

they perceive to be important. To locate their own funding might assure

administrators that all is well, not to, will continue the inadequacies teachers

contend with. The medium will be found through a dialogue that does not appear

to exist. The data did not report or suggest that there was a dialogue between

administrators and teachers addressing the issue of subject specific training in

foreign language.

Implications for Policy Makers.

The various state and federal organizations that create policy affecting professional development criterion and mandates do not communicate with one another. This has created a discouraging task for local administrators and teachers. Administrators must comply with state and federal mandates, often at the sacrifice of providing meaningful professional development. Teachers must implement new procedures that they report have little positive impact on their teaching. Funding is the primary issue. Few school districts have enough money to comply with state and federal mandates and provide professional development that will help teachers become better teachers.

Teachers want professional development that is directly connected to their subject matter. Activities that enhance proficiency in the subject area and delivery of material which benefit teachers will in turn benefit students. Federal mandates requiring highly qualified teachers in every classroom by themselves will not improve teachers' abilities. Proper funding is necessary to provide professional development that will develop teachers' skill level. This will prove to be productive. Evaluating teachers without providing professional development activities directly related to their discipline will not. Organizations creating policy that influence professional development will have to align those policies with what teachers report as being beneficial to accomplish the intended outcomes of those policies, to provide better education for the students.

Implications for Professional Development.

Teachers report professional development activities in the discipline to be beneficial for themselves and the students. This study provides a profile of what that professional development needs to include. The following is a summary of that profile for Spanish teachers.

- Discipline Specific

- Within a reasonable traveling distance

- At no or minimal cost to teachers

- Provide interaction with instructor and other students

- Applicable to the classroom

- Have an immersion component

Recommendations for Further Research

Future studies might discover what facilitates certification needs through on-line courses are; a study to find exactly what most non-discipline specific training consists of, and whether or not this could be presented on-line. As one teacher conveyed, "if you miss it, they have videos and stuff you can watch." If this is true, then perhaps this material could be built initially for on-line access. Another study could examine actual language level of the average teacher to determine what training and activities might be available, and which would count towards certification needs and enhance language skills.

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Appendix A

Guidelines for Foreign Language Teacher Preparation

Standard 1: Language, Linguistics, Comparisons

Standard 1.a. Demonstrating Language Proficiency**.** Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Standard 1.b. Understanding Linguistics**.** Candidates 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.

Standard 1.c. Identifying Language Comparisons. Candidates 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.

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

Standard 2.a. Demonstrating Cultural Understandings. Candidates 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.

Appendix A (*continued)*

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates 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.

Standard 2.c. Integrating Other Disciplines in Instruction. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Standard 3: Language Acquisition Theories and Instructional Practices

Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. Candidates 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.

Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

Appendix A (*continued)*

Standard 4: Integration of Standards into Curriculum and Instruction.

Standard 4.a. Understanding and Integrating Standards in Planning. Candidates 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.

Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.

Standard 4.c. Selecting and Designing Instructional Materials. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

Standard 5: Assessment of Languages and Cultures

Standard 5.a. Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.

Standard 5.b. Reflecting on assessment. Candidates 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.

Appendix A (*continued)*

Standard 5.c. Reporting assessment results. Candidates interpret and

report the results of student performances to all stakeholders and provide

opportunity for discussion.

Standard 6: Professionalism

Standard 6.a. Engaging in Professional Development. Candidates engage

in professional development opportunities that strengthen their own

linguistic and cultural competence and promote reflection on practice.

Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates

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.

Appendix B

Letter to K-12 Teachers of Spanish in West Virginia

Hello,

My name is Kathleen Gallivan and I am a doctoral student at WVU. I am currently doing research for my dissertation. The purpose of this research is to assess the professional development needs of K-12 teachers of Spanish in West Virginia.

As a part of the project I am sending out this survey to all K-12 teachers of Spanish in the state. Would you please take a few minutes to fill this out and return it in the SASE. Before filling out the survey please be advised of the following

Your participation in the study is entirely voluntary.

You have the right to refuse to respond to any question during the interview.

Confidentiality and anonymity will be maintained – your name will not appear on any records.

Your participation, or lack thereof, will have no impact on your employment status.

I appreciate your help in this greatly.

Sincerely,

Kathleen Gallivan
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Appendix C

Survey

Survey of Professional Development Activities of K-12 Teachers of Spanish in West Virginia.

1. How did you come to be a Spanish Teacher?

_____

2. How many years of service do you have in West Virginia?

    1-3   4-7   8 +   20+

    Yrs of experience in other states____Yrs of experience in other countries ___

3. What is your county? _____

4. What level(s) of Spanish do you teach? *Please circle all that apply.*

    Beginning   Intermediate   Advanced   AP

5. What grade(s) do you teach? _____

6. What type of certification do you have? *Please Circle*

    K – 12   5 – 12   Early childhood   Spanish 5 – 12   Other

7. What level of certification do you have? *Please Circle*

    First class permit - One year permit/Must work towards regular certification

    Out of field permit - One yr. Certified in a discipline other than Spanish/

    Provisional certificate - Valid three years, can be renewed or converted to

    a five yr. professional certificate

    Five year Professional certificate - Valid five years, can be converted to

    permanent

    Permanent certificate - Lifetime certificate

Appendix C (*continued)*

Survey

8. What are your required professional development activities? *Please circle all that apply*.

    County mandated   State mandated   discipline oriented other_____

9. How do you obtain information about professional development related to Teaching Spanish? *Please circle all that apply.*

    County   School   Local Professional Development Office

    State Professional Development Office   Colleagues

    Personal Investigation

10. What other professional development activities do you participate in that are not required and why?

    _____

    _____

11. What are your personal professional development interests?

    _____

    _____

12. What factors contribute to how you make decisions on what professional development activities to pursue *Please circle all that apply.*

    Cost   Distance   Calendar dates   Duration of activity Other

13. How do you provide for these interests or activities? *Please circle all that apply.*

    Conferences in state   Conferences out of state

    In state workshops   Out of state workshops

Appendix C (*continued)*

Survey

14. If you had unlimited resources how would provide for these interests?

_____

_____

15. How do you access your professional development? *Please circle all that apply.*

      in-house   county   state organizations national organizations

      a. What training does your county provide? _____

      b. What training does the state provide? _____

16. How do you fund your professional development activities?

_____

_____

17. Have you ever taken an on-line course for your certification or other professional development needs? How did the course meet your needs? What were your reasons for taking the course?

_____

_____

18. What courses, if provided on-line would you be interested in? How would these courses be of benefit to you? (no driving, less cost, ….)

_____

_____

19. What professional development activities have you participated in during the past year?

_____

_____

Appendix D

Research Questions and Data Sources

RQ1. In what professional development activities, such as university courses, on-line courses, or workshops, do K-12 Spanish language teachers participate?

Interview Questions

2. What types of professional development are you interested in or feel that you need?

3. How do you typically access professional development?

4. How are you maintaining your certification?

Survey Questions

4. What level(s) of Spanish do you teach?

5. What grade(s) do you teach?

6. What type of certification do you have?

7. What level of certification do you have?

8. What are your required professional development activities?

9. How do you obtain information about professional development related to teaching Spanish?

10. What other professional development activities do you participate in that are not required and why?

12. What factors contribute to how you make decisions on what professional development activities to pursue

13. How do you provide for these interests or activities?

15. How do you access your professional development?

Appendix D *continued*

Research Questions and Data Sources

16. How do you fund your professional development activities?
19. What professional development activities have you participated in during the past year?
RQ 2, In what ways have those professional development activities met, or not met, these teachers' needs for obtaining initial and on-certification?
Interview Questions
4. How are you maintaining your certification?
5. How do you make decisions about which professional development to pursue? How could on-line courses fit into this process?
6. Have you taken an on-line course before? How well did it meet your expectations
7. Describe the most effective professional development activity in which you have participated. What made it work for you?
Survey Questions
4. What level(s) of Spanish do you teach?
5. What grade(s) do you teach
6. What type of certification do you have?
7. What level of certification do you have?
13. How do you provide for these interests or activities?
15. How do you access your professional development?
16. How do you fund your professional development activities?

Appendix D *continued*

Research Questions and Data Sources

RQ3 In what way have the teachers' professional development activities

contributed to their classroom teaching?

Interview Questions

　2. What types of professional development are you interested in or feel that

　you need?

　7. Describe the most effective professional development activity in which you

　have participated. What made it work for you?

Survey Questions

　8. What are your required professional development activities?

　9. How do you obtain information about professional development related to

　Teaching Spanish?

　10. What other professional development activities do you participate in that

　are not required and why?

　11. What are your personal professional development interests?

Appendix D *continued*

Research Questions and Data Sources

RQ4 What are teachers' perceptions for the potential of on-line courses in meeting their needs for initial and on-going certification, as well as other professional development needs?

Interview Questions

5. How do you make decisions about which professional development to pursue? How could on-line courses fit into this process?

6. Have you taken an on-line course before? How well did it meet your expectations

7. Describe the most effective professional development activity in which you have participated. What made it work for you

8. Could you see this type of experience happening with an on-line course, why or why not? If you think it could, describe how?

Survey Questions

17. Have you ever taken an on-line course for your certification or other professional development needs? How did the course meet your needs? What were your reasons for taking the course?

18. What courses, if provided on-line would you be interested in? How would these courses be of benefit to you? (no driving, less cost, ….)

Appendix E

Biographical Data of Interview Participants

RESA	Certification level – subjects	Year of Service
1	1st Class Permit – Spanish	2
1	Permanent – Spanish 5 – 12	20
2	Permanent – Social Studies, 1st Class Permit – Spanish	15 +
2	Permanent – Music K – 12, Spanish 7 – 12	20+
3	1st Class Permit – Spanish, Permanent – Early Childhood	20+
3	Permanent – Spanish 9 – 12, Social Studies, English	20+
4	Permanent – Spanish 7 – 12	8-10
4	Permanent – Second. Ed., English, Spanish 7 – 12	20+
5	Permanent – Spanish 5 – 12	8
5	1st Class Permit – Spanish	1
6	Permanent/Latin, Spanish	20+
6	Permanent – Spanish 7 – 12	20+
7	Permanent – Spanish 7 – 12	20+
7	1st Class Permit – Spanish, Provisional – K – 6	2
8	Renewed - Spanish, French	0 (New job)
8	Provisional – Spanish 5 – 12	0 (New job)

Appendix F

Years of Service: Unduplicated count

Respondents	Yrs of experience	Percentage
10	1-3 years	15.62
10	4-7 years	15.62
14	8+ years	21.88
30	20+ years	46.88

Respondents	Yrs of experience in other states	Percentage
3	1 year	4.69
2	2 years	3.13
4	3 years	6.25
2	6 years	3.13
1	8 years	1.56
2	10 years	3.13
2	12 years	3.13
1	22 years	1.56
1 respondent had	7 years (in P.E.)	1.56

Respondents	Yrs of experience in other countries	Percentage
1	6 months	1.56
2	1 year	3.13
3	2 years	4.69
1	12 years	1.56

Appendix G

Distribution by RESA & County

RESA	County	Number of Respondents from County	Percent of Respondents
	Mercer	1	1.89%
1	Monroe	1	1.89%
	Summers	1	1.89%
2	Cabell	2	3.77%
	Logan	1	1.89%
	Boone	1	1.89%
3	Clay	1	1.89%
	Kanawha	7	13.21%
	Putnam	1	1.89%
4	Fayette	2	3.77%
	Greenbrier	2	3.77%
	Nicholas	2	3.77%
5	Jackson	1	1.89%
	Wirt	1	1.89%
	Wood	5	9.43%

Appendix G *(continued)*

Distribution by RESA & County

	Brooke	1	1.89%
6	Hancock	1	1.89%
	Marshall	1	1.89%
	Ohio	1	1.89%
	Tyler	1	1.89%
	Wetzel	1	1.89%
	Harrison	4	7.55%
	Marion	1	1.89%
7	Monongalia	2	3.77%
	Preston	1	1.89%
	Randolph	1	1.89%
	Upshur	1	1.89%
	Berkeley	1	1.89%
	Grant	1	1.89%
8	Hardy	1	1.89%
	Mineral	3	5.66%
	Morgan	1	1.89%
	Pendleton	1	1.89%

Appendix H

Levels of Spanish Taught: Unduplicated Count

Level	Responses	Percentage
Only Beginning	13	20.31%
Only Intermediate	1	1.56%
Only Advanced	2	3.13%
Only Advanced Placement (AP)	0	0.00%
Beginning, Intermediate	17	26.56%
Beginning, Intermediate, Advanced	20	31.25%
Beginning, Intermediate, Advanced, AP	6	9.38%
Beginning, Advanced, AP	2	3.13%
Beginning, Advanced	1	1.56%
Intermediate, Advanced	1	1.56%
Advanced, AP	1	1.56%

Appendix I

Grades Taught: Survey Respondents

Grades Taught	Respondents	Percent of Respondents
7	1	1.64%
8	2	3.28%
5-8	1	1.64%
6-8	5	8.20%
6-12	3	4.92%
7-8	3	4.92%
7-9	4	6.56%
7-12	10	16.39%
8-12	2	3.28%
9-12	24	39.34%
10-12	4	6.56%
5-12 and College	1	1.64%
K-12	1	1.64%

Appendix J

Certifications of Respondents: Unduplicated Response

Type of Certification	Respondents
1-12	1
1-12, Middle School Endorsement	1
5-12 English	1
6-12 Spanish, 7-12 Oral Communications	1
7-12	8
7-12 French/7-12 English	1
9-12 Spanish & French	1
Elem. Ed, 1-9, Soc. Studies	1
Elem. Ed.	1
English/Reading	1
French 5-12	1
German 5-12	1
Gifted 1-12	1
K-12 Learning Disabilities	1
K-12 Social Services & Attendance	1
K-12 Sp.Ed., Spanish 7-12, Lang. Arts 7-12	1
K-12 Span, TESOL, Sec Ed Cert, Bilingual/ Multicultural	1
K-6 Multi-subject, 5-8 Science	1

Appendix J(continued)

Certifications of Respondents: Unduplicated Response

Certification	Responses
K-8 Multi-subjects	1
Math 5-8	1
Math, Spanish 7-12	1
Physical Education 5-12	1
Reading K-12, English 5-12	1
Spanish 5-12	23
Spanish 7-12	7
Spanish 7-12, French 7-12, English 7-12	1
Spanish 7-12, Social Studies 7-12, Gifted	1
Spanish K-12	1
Spanish/English7-12	1

Appendix K

Required Professional Development Activities: Survey Respondents

Required Professional Development Activities	Respondents	Percentage
County Mandated Only	8	13.79%
State Mandated Only	0	0.00%
Discipline Oriented Only	2	3.45%
County and State Mandated	32	55.17%
County Mandated, State Mandated, and Discipline Oriented	15	25.86%
County Mandated and Discipline Oriented	1	1.72%

Appendix L

Resources for Information on Professional Development Activities Unduplicated Count

How Information is Obtained	Respondents	Percentage
State Professional Development Office (SPDO) Only	9	14.29%
Colleagues, Personal Investigation	6	9.52%
County, SPDO	5	7.94%
Personal Investigation Only	5	7.94%
County, School, SPDO, Colleagues, Personal Investigation	4	6.35%
County, SPDO, Colleagues, Personal Investigation	3	4.76%
County, Colleagues, Personal Investigation	2	3.17%
County, LPDO, SPDO	2	3.17%
County, LPDO, SPDO, Personal Investigation	2	3.17%
County, School, LPDO, SPDO, Colleagues, Personal Investigation	2	3.17%
SPDO, Colleagues, Personal Investigation	2	3.17%
SPDO, Personal Investigation	2	3.17%
Colleagues Only	1	1.59%
County Only	1	1.59%
County, Colleagues	1	1.59%
County, LPDO	1	1.59%
County, LPDO, SPDO, Colleagues, Personal Investigation	1	1.59%

Appendix L *(continued)*

Resources for Information on Professional Development Activities

County, Personal Investigation	1	1.59%
County, School	1	1.59%
County, School, Colleagues	1	1.59%
County, School, Colleagues, Personal Investigation	1	1.59%
County, School, SPDO	1	1.59%
County, School, SPDO, Colleagues	1	1.59%
County, SPDO, Colleagues	1	1.59%
County, SPDO, Personal Investigation	1	1.59%
LPDO, Colleagues	1	1.59%
LPDO, SPDO	1	1.59%
LPDO, SPDO, Colleagues, Personal Investigation	1	1.59%
School, SPDO	1	1.59%
School, SPDO, Colleagues	1	1.59%
School, SPDO, Colleagues, Personal Investigation	1	1.59%

Note: 1 person did not respond to this question.

Appendix M

How Professional Development is Accessed

a) County provided training

Training provided	Responses
None, N/A or blank	17
Content and Standards Objectives training (CSO)	5
In-Service	5
Technology	4
Text book training	3
RESA	3
Workshops	3
Staff Development	3
Continuing Education	2
Other:5,6,7,21,26,33,34,46,51,56	10

Note: 15 people did not respond to this question.

Appendix M *(continued)*

How Professional Development is Accessed

b) State provided training

Training provided	Responses
None, Never attended or blank	13
Conferences/Workshops	11
Content and Standards Objectives training (CSO)	6
Content Standards	2
RESA	2
Other: #7,9,10,11,23,26,29,32,33,36,37,40,43,50,54,56,58	17
Note: 15 people did not respond to this question.	

Appendix N

FOREIGN LANGUAGE - POLICY 2520.7

The West Virginia Foreign Language Program of Study sets forth the expectations for foreign language study for all West Virginia students in middle, junior high and high schools. The revised curriculum is designed to address the needs of all students engaged in the study of a second language, regardless of the language they study or the grade level at which they begin that study.

The Foreign Language Content Standards, Objectives, and Performance Descriptors provide leadership for the local establishment of standards for optimal learning experiences in foreign languages for students in West Virginia schools. They are designed to provide guidance for the development of district foreign language curricula, the selection of instructional materials, the evaluation of students' learning, and inservice and preservice professional development programs. Teachers at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of language proficiency. It is imperative, therefore, that all teachers select learning activities which are appropriate for students of differing ages, interests and experiences. Since teachers are the architects of the instruction which occurs in the classroom, and instruction is the vital force in the whole curriculum process, instructional decision-making is best left in the hands of classroom teachers.

The instructional objectives are organized around five goals of foreign language learning. The national *Standards for Foreign Language Learning in the 21st Century* and the *Standards for Classical Language Learning* provide inspiration for the choice of goals. Both national documents present five goals:

1. Communication

    The ability to communicate appropriately is the core of second language study. This skill is becoming increasingly important in an interdependent world.

2. Culture

    Language and culture are inseparable; therefore, students cannot truly master a second language without understanding the authentic cultural contexts which define appropriate and acceptable language and behaviors.

3. Connections

    Knowledge is power. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich their entire school and life experience.

4. Comparisons

    Through the study of a second language, learners expand their view of the world, gain insight into their own language and culture, and develop critical thinking skills.

5. Communities

It is important to prepare competent and self-confident students for work in multilingual communities around the globe.

The state foreign language content standards are based on the following beliefs:

- Foreign language study is for all students at all levels and provides a foundation for lifelong language learning and for personal enjoyment and enrichment.

- Foreign language study should start at an early age. There is a direct correlation between the amount of time devoted to the study of a language and the level of proficiency attained; therefore, the sequence of study of one language should span several years.

- Foreign language study leads to an awareness of and an appreciation for cultural diversity.

- Foreign language study enhances other areas of study through development of higher order thinking skills and a clearer understanding of one's native language.

- Foreign languages can also be used as a means of communication to teach other content areas.

- As stated in Goals 2000, foreign language study belongs in the core curriculum with English Language Arts, Mathematics, Science, Social Studies and Fine Arts.

- Foreign language skills serve as a complement to many career paths enhancing communication skills in a technological world.

- Foreign language competence has immediate application to local, state, national and international economic interests.

- Foreign language competence has immediate application to local, state and national security.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The use of technology in the foreign language classroom is especially critical. Computer software, audio and video media, along with Internet sites, provide students opportunities to access authentic language and cultural information both for schoolwork and for lifelong personal enrichment; therefore, county boards of education should commit to meet this need for foreign language classrooms, teachers and students.

This document includes:

- Content Standards, Objectives and Performance Descriptors for modern languages, Levels I-IV

- Content Standards, Objectives and Performance Descriptors for Latin, Levels I-IV

- Content Standards and Objectives for Foreign Language Exploratory

Modern Foreign Language Content Standards 5-12

Standard 1: Communication (FL.S.1)

Students will:

- communicate in languages other than English using both spoken and written forms of the target language to demonstrate a wide range of skills including: Interpersonal - interacting with others to provide and obtain information; Interpretive - understanding and interpreting spoken and written language on a variety of topics; and Presentational - conveying information to listeners and readers for a variety of purposes.

Standard 2: Culture (FL.S.2)

Students will:

- demonstrate knowledge and understanding of other cultures, and an awareness of the interaction between the following aspects of culture: Perspectives - ideas, meanings, attitudes, values, and beliefs; Practices - patterns of social interactions; and Contributions - literature, art, music, foods, exports, and leisure activities.

Standard 3: Connections (FL.S.3)

Students will:

- acquire information and make connections to other disciplines, with other perspectives, and between their native language and the target language.

Standard 4: Comparisons (FL.S.4)

Students will:

- develop insights into the complex nature of language and culture by comparing native and target languages and cultures.

Standard 5: Communities (FL.S.5)

Students will:

- participate in multilingual communities at home and around the world: directly - by using the target language within and beyond the school setting; indirectly - by using the language for personal growth and enrichment.

Appendix O

West Virginia K-12 Licensures

Certification	Classification	Description	Requirements
First class permit	Temporary	One year permit/Must work certification	6 hours per year/ or Masters + 30
Out of field permit	Temporary	One yr. Certified other than Span./Must work towards Span. cert.	6 hours per year Masters + 30
Provisional certificate	Professional	Valid three years, can be renewed or converted to a five yr. professional	Valid three years, then must be renewed. Need two years experience, internship, and/or Masters+30 to convert
Five year Professional certificate	Professional	Valid five years, can be converted to permanent	Renewed after 5 yrs. Need, 5 yrs. exp. Masters, or have two 3 yr prof. renewals + recommendation of superintendent.
Permanent certificate	Professional	Lifetime certificate	Valid for life, obtained after 5e yrs exp., Masters + 45, and/or second renewal of 5 yr prof. cert.

Figure 1

West Virginia Regional Educational Service Areas