

Program Report for the Preparation of English Language Arts Teachers National Council of Teachers of English(NCTE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

04 / 15 / 2009

4. Report Preparer's Information:

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6. Name of institution's program

Bachelor of Arts in English Education

7. NCATE Category

English Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

6-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

☐ First teaching license

10. Degree or award level

☐ Baccalaureate

☐ Post Baccalaureate

☐ Master's

☐ Post Master's

☐ Specialist or C.A.S.

☐ Doctorate

☐ Endorsement only

11. Is this program offered at more than one site?

☐ Yes

☐ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Louisiana Teaching Certificate

14. Program report status:

☐ Initial Review

☐ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

☐ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

☐ Yes

☐ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCTE standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

7. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:

B.A. English Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2005-2006	52	1
2006-2007	76	5
2007-2008	78	7

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

9. Faculty Information

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

Faculty Member Name	
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II	State licensure test	Portal III (before admission to student teaching)
Assessment #2: Content knowledge in English(required)	Thematic Teaching Unit	Project	Portal III (READ 418A)
Assessment #3: Candidate ability to plan instruction (required)	Student Teaching Work Sample	Project	Portal IV (Student Teaching)
Assessment #4: Student teaching or internship (required)	Student Teaching Final Assessment	Project	Portal IV (Student Teaching)
Assessment #5: Candidate effect on student leaning (required)	Impact on Student Teaching	Project	Portal III (CURR 304)
Assessment #6: Additional assessment that addresses NCTE standards (required)	Content Knowledge Portfolio	Portfolio	After completion of ENGL 325 and prior to student teaching
Assessment #7: Additional assessment that addresses NCTE standards (optional)	Methods Workshop Portfolio	Portfolio	Portal III (CURR 303)
Assessment #8: Additional assessment that addresses NCTE standards (optional)			

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

1.0 Structure of the Basic Program. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. (Found

in Section I, Context)

2. Attitudes for English Language Arts. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers..

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	3	2	3	3	3	3	2	3
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	3	2	3	3	3	3	3	3
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	3	3	3	3	3	3	2	3
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	3	2	3	3	3	3	2	3
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	3	2	3	3	3	3	2	3
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	3	3	3	3	3	3	2	3

3. Knowledge of English Language Arts. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	3	2	3	2	3	2	2	3
3.2 Candidates demonstrate knowledge of the practices of oral,visual, and written literacy.	3	2	3	2	3	2	2	3
3.3 Candidates demonstrate their knowledge of reading processes.	3	2	3	2	3	3	3	3
3.4 Candidates demonstrate knowledge of different composing processes.	3	2	3	2	3	2	2	3
3.5 Candidates demonstrate knowledge of, and use for, an extensive range of literature.	3	2	3	2	3	2	2	3
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in comtemporary culture.	3	2	3	2	3	2	2	3
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	3	2	3	2	3	2	2	3

4. Pedagogy for English Language Arts. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	3	3	2	2	2	3	3	3
4.2 Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	3	3	2	2	2	3	3	3

4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	€	€	€	€	€	€	€	€
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	€	€	€	€	€	€	€	€
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	€	€	€	€	€	€	€	€
4.6 Candidates engage students in critical analysis of different media and communications technologies.	€	€	€	€	€	€	€	€
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	€	€	€	€	€	€	€	€
4.8 Candidates engage students in making meaning from texts through personal response.	€	€	€	€	€	€	€	€
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	€	€	€	€	€	€	€	€
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. Data licensure tests for content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

2. Assessment of content knowledge⁽¹⁵⁾ in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. Examples of assessments include comprehensive examinations, GPAs or grades⁽¹⁶⁾, and portfolio tasks⁽¹⁷⁾. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

NCTE SecIV Assess2.doc	NCTE SecIV Assess2 Quest5(a).doc
NCTE SecIV Assess2 Quest5(b).doc	

See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTE standards that could be addressed in this assessment include but are not limited to Standard Categories 2 and 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention

plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3, 5(a).doc	Assessment 3, 5(b).doc
Assessment 3.doc	

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTE standards that could be addressed in this assessment include but are not limited to Standard Categories 2,3 and 4. An assessment instrument used in student teaching should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4.doc	Assessment 4, 5(a).doc
Assessment 4,5(b).doc	

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. NCTE standards that could be addressed in this assessment include but are not limited to Standard Category 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

NCTE SecIV Assess5.doc	NCTE SecIV Assess5 Quest5(a).doc
NCTE SecIV Assess5 Quest5(b).doc	NCTE SecIV Assess5 Quest5(c).doc

See **Attachments** panel below.

6. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6.doc	Assessment 6 , 5 (a).doc
Assessment 6, 5 (b).doc	

See **Attachments** panel below.

7. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1

and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7.doc	Assessment 7, 5 (b).doc
NCTE SecIV Assess7 Quest5(a).doc	

See **Attachments** panel below.

8. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in the previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

<p>The National Recognition Report stated that further development was required for our program to meet the NCTE standards. The following response speaks to the standards not met in the initial report:</p> <p>Standard 1 Structure of the Basic Program</p> <p>The reviewers stated that the curriculum was limited with regards to young adult literature, literary theory and criticism, and an ELA methods course.</p> <p>The following additions and changes have been made:</p> <p>Standard 1 is now addressed by the redesign of READ 418-A and the addition of an English Education methods workshop.</p> <p>READ 418 has changed from Teaching Reading in the Content Area to the Teaching of Reading and</p>
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Adolescent Literature in the Content Area. A new text, *Integrating Literature in the Content Areas*, has been adopted. The text is organized by literary genre and focuses on using YA literature to motivate students to read, write, speak, and listen. Extensive annotated bibliographies of books to be used with literacy strategies are included. 16 Young Adult titles have been added to the text requirements. These choices reflect award winning, culturally diverse literature and cover the range of genres studied in YA lit. A Reading Log has been added along with book sheets. This is a place that requires candidates to critique and react to each book read prior to discussing it in class. Candidates will be asked to orally present a Reader's Theater, a poster session, and a book talk, strengthening their knowledge and demonstration of oral literacy practices. Finally, a poetry log has been added where candidates are asked to produce creative poetry with regards to content area/theme of study. They will write according to specific poetic forms and frames.

The Signature Assessment Piece has been redesigned to better meet standards. Changes have been made to the course syllabus, assessment rubric, and assessment description. The following changes are:

Tab 1: Unit focuses on using YA literature as the class text. All lessons, vocabulary, activities chosen center on the use of YA lit. Students will create a virtual poster through glogster.com. Research paper focuses on some aspect of the teaching YA lit and its application to the ELA classroom.

Tab 2: The bibliography has been expanded to reflect choices specific to YA lit and the various YA genres. Candidates also identify a YA author whose body of work is significant to their content area.

Tab 3: Specific attention to teaching with diverse YA lit each day of the unit has been added.

Tab 4: Specific attention to teaching with diverse YA lit each day of the unit has been added.

Tab 5: Candidates are required to write a comparison/contrast paper of a book and its corresponding movie.

Tab 6: Candidates are required to address cultural diversity through text choices and make those distinctions each day that they teach.

Data collection for the revised signature assessment will begin Fall 2009.

The English Education Methods Workshop is a 5 week component of CURR 303. Candidates will meet for 5 weeks with an instructor and focus on the teaching of ELA. They are placed in an ELA classroom and will spend the 5 weeks studying ELA methods, grammar instruction, genre instruction, writing instruction, and using technology to teach ELA. They will collaborate on an Instructional Unit, review peer-reviewed ELA research, and perform structured field observations at their designated field site. Throughout the 5 week course, candidates will create lesson plans and instructional activities that will be used in the classroom during their field placement.

Candidate mastery of Literary Theory and Criticism will be addressed in two ways: through the English Education Methods Workshop and through the English Content Knowledge Portfolio. Literary theories (reader-response, feminism, and Marxism) will be covered in the English Education Methods Workshop through text selections from *Critical Encounters* by Appleman. In collaboration with the English Faculty, courses which include literary theory and criticism were identified. The course descriptions are found in Assessment 6. Examples of candidate writing demonstrating knowledge of literary theory and criticism have been identified in Assessment 6. The candidates will submit samples of writing to an electronic portfolio. The portfolio will be reviewed twice prior to student teaching by a member of the English Faculty and by a member of the Curriculum and Instruction Faculty. Portfolio submissions will begin in Fall 2009.

Standard 2: Attitudes for English Language Arts

2.1: Standard is addressed in Assessment 2 in the thematic unit (E1.) Candidates create a two week unit plan in which their text and activity choices address cultural and ethnic diversity, gender diversity, Gardner's intelligences, and accommodations for ESL/ELL and special learners. This standard is also addressed in Assessment 7 in the instructional unit (E11.) The candidates design a unit that contains

activities that support an inclusive and supportive learning environment for all students through differentiated activities.

2.2: Standard is addressed in Assessment 2 in the thematic unit plan (E2). Cultural diversity is addressed daily in both the literature and vocabulary workshop plans through activity and text choices. Candidates also complete a one page reflection to their ability to infuse cultural diversity and awareness throughout the unit.

2.3: Standard is addressed in Assessment 7 in the English Education Methods Workshop Portfolio (E1). Candidates will observe in an ELA classroom and reflect on their observations, using their experiences to gain insight into students, teachers, and the relationship between the two. Candidates will use the knowledge gained to inform their own practice. Candidates also work together in groups to complete the Instructional Unit. They will be asked to evaluate themselves as members of the group as well as the other participants. And though not reflected in the assessment, guiding candidates to explore ELA as a standards-based profession and encouraging their participation in professional organizations (NCTE/IRA/ALAN) is part of the workshop content.

2.4: Standard is addressed in Assessment 2 (E3). Candidates construct an active viewing guide for an ELA/content related film. The guide encourages students to critically analyze the film through all levels of Bloom's taxonomy. Standard is also addressed in Assessment 7 (E2). As part of their portfolio, candidates will develop 3 starter questions for a chosen poem. The questions must clearly encourage higher order thinking skills. Candidates will also design a motivational technique that encourages students' critical thinking and judgment.

2.5: Standard is addressed in Assessment 2 (E4). In their bibliographies, candidates fully document their understanding of the connection between YA texts within the context of their content areas. They also write a 3-4 research paper documenting their understanding of YA literature and its application in their content areas. Standard is also addressed in Assessment 7 (E3). They create a Philosophy of teaching English which encourages them to make a strong connection between the ELA curriculum and education. Also, for their Instructional Unit, candidates are asked to write a rationale where they justify and support their choice for their unit. In the rationale, they analyze their text choices and explain their relevance within the bigger picture of society to today's student. They answer the following questions, "Why do these texts matter?" "In what ways do I make these text choices meaningful for today's student?" "How are these texts culturally relevant?"

2.6: Standard is addressed in Assessment 7 (E4). In the English Education Methods Workshop, candidates creatively teach a poem and a short story. Candidates will engage students in an oral reading of the poem, sensory notes, and analyzing of the poem through higher order thinking. Candidates will engage students in short story analysis by creating a motivational technique that connects the story to the world at large... "bringing the outside in." Candidates will also help students create and perform Dramatic monologues for the story.

Standard 3: Knowledge of English Language Arts

3.1: Standard is addressed in Assessment 6. Candidates submit 10 samples of writing to their portfolio. The samples represent a variety of writing styles and processes. All submissions will be evaluated for the candidate's knowledge of, and skills in the use of, the English language. Standard is also met in Assessment 7 (E5). Candidates will write a Philosophy for the teaching of English. They will develop, describe, and justify their philosophy. The philosophy will be evaluated with regards to content as well as the candidate's skills in the use of the English language. Standard is also addressed in Assessment 2 which requires the Thematic Literacy Unit be presented typed, in the prescribed format, and grammatically correct.

3.2: Standard is addressed in Assessment 2 (E6). Candidates orally present a book talk and a virtual poster. They also write and perform a Reader's theater which exemplifies the elements of the candidate's knowledge of oral, visual, and written literacy. Candidates demonstrate their knowledge of visual literacy through their construction of an active viewing guide for a content-related film, and their creation of a virtual poster on Glogster.com. Standard is also addressed Assessment 6 (E2) as evidenced

by their writing portfolio. Their submissions demonstrate their practices of written literacy, and their Shakespeare courses ask them to demonstrate knowledge of visual literacy through interpretations of film.

3.4: Standard is addressed in Assessment 2 (E8). In the Thematic Literacy Unit, candidates demonstrate knowledge of different composing process through the following varied submissions: a book talk, research paper, author study, and comparative critical analysis of film and its related book. Standard is addressed in Assessment 6 (E6).through the Content Knowledge Portfolio. Candidates demonstrate knowledge of different composing processes through the following varied submissions: writer's journal, critical essay, mini-lesson, research paper, theoretical analysis, booksheets, and a creative poetry portfolio. Standard is also addressed in Assessment 7 (E7). Candidates demonstrate knowledge of different composing processes through the following varied submissions: poetry analysis, short story analysis, and the elements of the Instructional Unit (rationale, inventory, goals, materials, activities, and lessons).

3.5: Standard is addressed in Assessment 2 (E9). Candidates demonstrate their knowledge of an extensive range of literature through their YA literature choices for their bibliography. Candidates are asked to compile a list of 45 varied texts that support their content. Candidates demonstrate knowledge of uses for an extensive range of literature in their daily text choices throughout the unit. Standard is also addressed in Assessment 6 (E3). The Content Knowledge Portfolio is evidence of candidates acquiring and mastering content through their English Content courses. Standard is addressed in Assessment 7 (E8) through candidate's careful selection and use of poetry and the short story.

3.6: Standard is addressed in Assessment 2 (E10). Candidates demonstrate their knowledge of the range and influence of print and nonprint media and technology in contemporary through their virtual poster creation. The poster demonstrates meaningful connections between YA literature, course content, and popular culture. Candidates also select movies, music, and web sites that strongly demonstrate the influence of nonprint media in contemporary culture and content. Standard is addressed in Assessment 6 (E5). Candidates use technology for research purposes, and in Assessment 7 (E9), candidates use technology for grammar intervention activities. Candidates are also asked to demonstrate knowledge of the influence of nonprint media in the rationale for their Instructional Unit.

3.7: Standard is addressed in Assessment 2 (11). Candidates must write a 3-4 page research paper that clearly supports the knowledge of teaching YA literature within the ELA classroom. Standard is also addressed in Assessment 6 (E5). Several of the candidate's portfolio writing submissions are papers that demonstrate their knowledge of research theory and findings in English Language Arts.

Standard 4.3: This standard is now measured in student teaching; it is clearly stated in the student teaching final assessment instrument. The university supervisor in charge of the candidate will evaluate the candidate's ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students. This process will happen throughout the semester and will be evaluated using the final assessment instrument. The previous student teaching final assessment instrument didn't address this and several other standards, so a new instrument was created, which will be implemented in the fall 2009 semester. The new instrument is attached in key assessment 4.

Part C

C1: Candidates' knowledge of content

Assessment 1: Assessment 1 is not being used to demonstrate candidate's knowledge of content as in the previous report. Two new assessments, Assessment 6 and Assessment 7, were created and changes were made to Assessment 2 to measure content knowledge.

Assessment 2: Assessment 2 was redesigned to include young adult literature and also to add more depth and focus to measure content knowledge.

C2:

Assessment 3 – Teacher Worksample: The student assignment and requirements are attached under

Assessment 3. Changes were made to the assessment instrument and thus a new instrument was created for the teacher work sample. This will be implemented in the Fall 2009 semester; therefore, no new data has been collected.

Assessment 4 – Student Teaching Final Assessment: The student teaching final assessment is administered by the university supervisor on the teacher education candidate at the end of the student teaching period. It is a comprehensive evaluation of the candidate during student teaching. There are two parts, one is the general evaluation, which all candidates regardless of their degree program are evaluated with, and then there is a program specific part. A new rubric instrument was created to meet and evaluate standard 4.3 and several other standards. This will be implemented in the Fall 2009 semester, and thus we have no new data.

Assessment 6 – Classroom management portfolio was removed as a key assessment due to the fact it was too general in scope.

C3.

Assessment 5 – Impact on Student Learning. Data was aggregated to document candidates meeting standard 4.10 and 4.4.

Part D

Data will be disaggregated by standards in the future. Due to the fact key assessment 2, 3, 4, 6 and 7 have new rubric instruments; we will only start collecting data in the Fall of 2009. When we collect data it will be disaggregated by standards as well as key assessments. In our previous report we aggregated data by key assessment and didn't realize data needed to be reported by standard and not key assessment. Our rubrics have the standards written in them so our system will allow us to disaggregate by standards very easily.

Part E

A five week pullout English methods workshop will be implemented in the Fall 2009 semester, taught by a professor with a PhD in English Education. The syllabus and key assessment are attached in Assessment 7.

Data from candidates enrolled and graduates in the English Education program from 2005-2008 is provided in Section 1.

Our institution's passing score on PRAXIS English Content Knowledge is 160 and 130 on Pedagogy.

Please click "Next"

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