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

Keene State College

2. State

New Hampshire

3. Date submitted

MM	DD	YYYY
09	11	2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

English Secondary Education

7. NCATE Category

English Education

8. Grade levels[1] for which candidates are being prepared

5 - 12

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(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

Secondary English Education

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

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

The State of New Hampshire has its own standards that parallel but no do not exactly correspond to NCATE's. The Keene State College (KSC) program for English Language Arts Certification 5-12 was reviewed by the State of New Hampshire in 2003-04 and received full approval. The seven state standards are: State Standard 1 concerning the nature of the English language; Standard 2 concerning literature; Standard 3 concerning writing; Standard 4 concerning reading; Standard 5 concerning speaking, listening, and viewing; Standard 6 concerning research; and Standard 7 concerning instructional assessment.

Praxis II both Content (0041) and Essays (0042) are required by the state.

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)

Secondary English candidates complete four education courses before Methods. Two of these have service learning components.

ESEC 150: Development, Exceptionality, and Learning I
Candidates complete a general service learning project involving a minimum of 15-20 hours in the field. Candidates must reflect on and write about their experience.

ESEC 250: Development, Exceptionality, and Learning II
Candidates complete a service learning project in the schools involving a minimum 10-20 hours.

ESEC 385 Methods and ESEC 386 Methods Field Experience:
During their senior year, candidates take a field experience course in conjunction with Methods. The Methods field experience means that each student is placed with a middle school language arts or a high school English cooperating teacher. Candidates are required to be in the schools for a minimum of 40 hours, complete four formal observations, and teach four lessons.

This field experience is candidates' first real teaching in the field and is not a service learning project. They are not in the schools just to "help" the classroom teacher, but to begin their process of becoming the classroom teacher. Candidates must complete four formal observations based on the principles of effective teaching described in their NCTE published Methods textbook, Making the Journey by Leila Christenbury. They also must teach four lessons; one of these is observed and evaluated by their Methods teacher based on the unit assessment criteria outlined in Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, which is also used for student teaching. Candidates submit evidence of their fieldwork (observation reports, lesson plans, reflections) in a final Methods portfolio.

ESEC 460 Student Teaching: All candidates complete a full semester (15 weeks) of student teaching at a middle or high school. Candidates are required to be in the school for the full school day and to stay after school whenever necessary for preparation, working with students, attending events, or meeting parents. Candidates are allowed to request a placement, although they are limited to a 60-mile radius from Keene so they can be properly supervised. The requirements and expectations for this experience are explained in our Student Teaching Handbook and our Cooperating Teacher's Handbook.

Candidates are evaluated based on the criteria outlined in Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (see Assessment #4 for alignment of Danielson with NCTE standards). The college supervisor visits the student teacher four times during the course of the semester. During these visits, she has a conversation with both the student teacher and the cooperating teacher about the progress of the candidate and the success of the placement. The college supervisor completes the Danielson rubric during each visit. The cooperating teachers do a formal midterm and final evaluation based on Danielson and write a letter of recommendation for the candidate (data of final evaluations of the college supervisor and cooperating teachers are included in Assessment #4). The college supervisor has been doing this work at KSC for 15 years and has cultivated a network of reliable and experienced cooperating teachers in the surrounding area on whom she calls each year for this work; a number of these teachers are her own former students. All cooperating teachers were introduced to the Danielson framework when it was first adopted and now all have received the form electronically to facilitate comprehensive commenting.

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)

Stage One: All Secondary English Education candidates are admitted to the program after completing ESEC 100 Introduction to Teaching; ESEC 150 Development, Exceptionality, and Learning I; and ESEC 250 Development, Exceptionality, and Learning II and before taking ESEC 320 Educational Environments and Practices. To be admitted, candidates must
• fill out an application for admission
• submit one reference
• have a 2.5 grade point average overall, within Education (with no grade lower than a C in 100, 150, or 250), and within English
• pass Praxis I
• complete 36 credits

Stage Two: Once candidates are admitted, they must take ESEC 320 Educational Environments and Practices and ESEC 385-86 Methods and Field Experience. Before being allowed to student teach, candidates' records are checked again to make sure they have the required 2.5 grade point average in Education (with no grade lower than a C), in English, and overall.

Stage Three: Candidates must complete an application for student teaching which includes
• an application form
• a personal and professional identity statement
• a transcript
• a program planning sheet
• a resume

Stage Four: Except in rare circumstances, candidates complete all of their English requirements before student teaching (see Context Attachment for program of study). All candidates must also maintain a 2.5 overall grade point average. There are two special requirements for English certification candidates: ENG 312 Descriptive Grammar and a second writing course.

Stage Five: In their final semester, candidates take ESEC 460 Student Teaching. This course is pass/fail. Whether the student passes is determined by the college supervisor and cooperating teacher, based on the unit criteria outlined in Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. Candidates must also pass ESEC 450 Seminar: Educational Principles. Requirements for this seminar are:

- attendance at and participation in the three all-day, on-campus seminars
- preparation of a professional teaching portfolio
- presentation of this portfolio to colleagues
- participation in a mock interview session
- submission of six reflections on the Danielson framework
- completion of an Assessment of Student Learning Project

After completing Student Teaching and the required work for the Seminar, candidates are eligible to apply for New Hampshire State Certification. To receive New Hampshire certification, candidates must also pass two Praxis tests: Content Knowledge (0041) and Essays (0042).

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

Goal I: To explore the dynamic nature of the teaching and learning process
We strive to create teachers who can be dynamic change agents within the schools. This means we want candidates to see themselves as life-long learners who are continually engaged in the process of self-assessment and improvement and who base reform on the ever-changing needs of their students. We want to create teachers who use creative methods, thoughtful planning, and authentic assessment to engage students in their learning process. We want our future teachers to understand that learning occurs at the intersection of subject matter, student, and teacher when the teacher understands the dynamic nature of the teaching and learning process.

The primary intersection of the unit and program goals occurs in the Methods course, which is devoted to having candidates understand the dynamic nature of teaching and learning by completing eleven reflective responses on the topics she covers including reading, discussions, adolescent literature, poetry, assessment, writing, grammar, and classroom management; writing five lesson plans and one unit plan demonstrating principles of good teaching; teaching a 45-minute lesson; completing 40 hours of fieldwork; completing a Methods portfolio including a reflective essay about their professional development.

In addition, one unit in the required ENG 312 Descriptive Grammar course focuses on teaching grammar to students from minority groups, and issues such as the role of dialects in teaching students Standard American English.

Goal II: To demonstrate professional and ethical behaviors that meet high expectations and standards. Beginning in fall 2007 the person recommending the candidate for the Teacher Education Program, the College Supervisor, and the Cooperating Teacher are required to complete a Teacher Candidate Dispositions Assessment. Professional and ethical behaviors are addressed directly on this form (see Assessment 7) under professionalism (i.e., demonstrates clear understanding of legal and moral obligations of the profession) and personal characteristics (integrity, honesty, diligence, responsible, respectful, accepting of diversity).

Goal III: To understand the world from multiple perspectives
We strive to create teachers who have a broad perspective on the world, no matter how limited their own personal experience may be. Most of our candidates are from small, mostly white, New England communities, and their experience with different perspectives and diverse populations is sometimes limited. We strive to help them develop a broader view of the world and the educational system and to help them think beyond their own personal experience by seeing the world from multiple perspectives.

Toward this end, in 2007, the English Department revised its major to require one Differing Cultural

Perspectives course in which students would be immersed in the study of a different culture's perspective. These courses are invaluable in laying the groundwork for helping our candidates understand educational issues from a global perspective.

Goal IV: To contribute to a just and equitable world
This goal is closely tied to Goal III in that the purpose of providing students with multiple perspectives is that they will see the need to create a more just world.The multicultural and equity strands of the conceptual framework are both reinforced in English Methods through the use of multicultural literature. In addition, issues of justice and equity are addressed in the two weeks of Methods focused on diversity issues. Candidates are asked to do serious reflection on their own biases and to create ways in which they will address issues of inequality and injustice in their own classrooms and schools. Also, the Dispositions Assessment document explicitly asks about candidates' understanding of diverse perspectives and about their ability to demonstrate that attitude through respect, empathy and care for others.

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)**

The Secondary English Program has aligned its assessments to the Unit. Candidates are assessed
1) at the point of entry into the program through Praxis I and their grade point average (2.5),
2) at the point of entry into Methods through their grades in Education courses (C or above),
3) before student teaching through their grade point average (2.5 overall, in English, in Education),
4) during student teaching through the Danielson Assessment forms filled out by the Cooperating Teacher and the College Supervisor at the end of the semester (see Assessment 4) and by the Dispositions Assessment forms filled out by the Cooperating Teacher at the end of student teaching. (see Assessment 7), and
5) at the end of student teaching through the compiling and presentation of candidates' professional portfolio (see Assessment 6) and submission of an Assessment of Student Learning Project. (see Assessment #5).

The candidates assessed for this report were all following the old English major (see attachment). As is evident from the matrix of Assessment 2, one of the reasons assessment has been so difficult is that students did not take any courses in common. Under the new major (which began in fall 2006) all students will complete a core of four courses. While topics will vary, the goals, outcomes, and assessment instruments for all sections of these courses will be the same.

The new core consists of two sequences.

ENG 200: This is an introduction to the major focused on the close reading of complex texts, an introduction to the vocabulary of the discipline and to literary elements, practice in articulating ideas and questions about a text, and using and correctly citing textual evidence. All major genres are introduced

ENG 300: After students are introduced to all the genres in ENG 200, they then focus on the history of a particular genre. Students will develop an understanding of intertextuality within a literary genre, understand the distinctive features of a particular literary genre, and understand genre as a literary construction that develops over time.

ENG 395: This is the first course in the advanced sequence and focuses on primary texts. Students will

study the canonical authors or texts of a particular area/period and understand the contributions these authors/texts make to the field. Students will also understand the significance of the historical and/or cultural context in which these authors lived or texts were written.

ENG 495: In this course, students will focus on theory and will understand that the texts studied in ENG 395 can be interpreted based on different theoretical/critical approaches. They will be introduced to the scholarly debates in this area of study and be able to enter into these ongoing scholarly discussions.

Data collection and analysis will begin in fall 2008.

(3) This response should clarify how the key accessments 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.)

The Secondary English Program

See **Attachments** panel below.

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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]

(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	Jan Youga
Highest Degree, Field, & University[5]	Ph.D. in Rhetorical Theory, University of Iowa
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Full Professor
Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Secondary Education Coordinator; Award for Biblical Scholarship from Hartford Seminary; Book review of Psalms Through the Centuries: Volume One by Susan Gillingham (Blackwell 2008), published in Reviews in Religion and Theology.
Teaching or other professional experience in P-12 schools[11]	Clinical supervision every semester since 1992

(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 Content Test	120 question multiple choice test administered by ETS	During or after student teaching
Assessment #2: Content knowledge in English(required)	Grades in Required English Courses	Collection and analysis of grades	Throughout a candidate's time at Keene State College
Assessment #3:	Professional		

Candidate ability to plan instruction (required)	Knowledge and Skills within the Context of the Program	Rubric for Methods Teaching	During Methods (Fall of senior year)
Assessment #4: Student teaching or internship (required)	Student Teaching	Data from rubric completed by Cooperating Teacher and College Supervisor	During student teaching
Assessment #5: Candidate effect on student leaning (required)	Assessment of Student Learning Project	Rubric for Assessment of Student Learning Project	During student teaching
Assessment #6: Additional assessment that addresses NCTE standards (required)	Student Teaching Portfolio	Rubric data from presentation of student teaching portfolio	At the end of student teaching
Assessment #7: Additional assessment that addresses NCTE standards (optional)	Dispositions	Rubric data from unit form assessing student dispositions	At the end of student teaching
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. Category 2.0 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.

3. 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	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates create an inclusive and supportive learning environment in								

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

4. Category 3.0 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. [Within the standards in this category are indicators that further define the depth and breadth of knowledge required by each standard (See NCTE Approved Standards, 2003).]

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

6. Category 4.0 Pedagogy for English Language Arts. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

7. 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	#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.	ⓢ	ⓢ	b	b	b	b	ⓢ	ⓢ
4.2 Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to	∈	∈	b	b	b	b	∈	∈

promote whole-class, small-group, and individual work.								
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	a	a	a	b	b	b	a	a
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.	e	b	e	e	b	b	e	e
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.	a	a	a	b	b	b	a	a
4.6 Candidates engage students in critical analysis of different media and communications technologies.	e	b	e	e	e	e	e	e
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for lanugage in communication.	a	a	a	a	b	b	a	a
4.8 Candidates engage students in making meaning from texts through personal response.	e	e	e	e	b	b	e	e
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.	a	a	a	b	b	b	a	a
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.	e	e	e	b	b	b	e	e

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

Assessment 1 - Praxis II Content Knowledge Scores

See **Attachments** panel below.

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

Assessment 2 - Grades in Required English Courses

See **Attachments** panel below.

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(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' abliites 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 - Designing Instruction & Content Knowledge

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 - Student Teaching

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

Assessment 5 - Assessment of Student Learning

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 - Student Teaching Portfolio Presentation

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 - Dispositions

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)

1) Changes in the English Curriculum

As mentioned in Section I, the new curriculum will provide four specific English courses to assess that will be directly related to Content Knowledge (Standard 3), in addition to the required Descriptive Grammar course and writing course. Assessments for the four core courses have already been designed and so, for the first time, there will be annual data collected by the department for English Secondary majors. This will allow future comparisons to the more general data collected through grades (Assessment #2).

2) Changes in the Education Curriculum

In fall 2008, the first cohort of students will enroll in the new Secondary Program leading to a major. We have already arranged for the second class of the first week to be a time for assessment. Candidates will be given a content knowledge assessment modeled on the instruments designed by the English Department that will be used for the core courses. This same test will be given again at the end of Methods.

The test is not a multiple choice, thus avoiding the limitations of Praxis 2. Instead, it asks candidates to identify works and authors and to explain their significance. It will, then, ask students to connect this knowledge to teaching.

3) Additions to Unit Assessments

While we will, of course, continue to use all the Unit Assessments, specific questions pertaining to ELA

will be added to each instrument so that data more clearly connected to standards can be compiled. For example, on the Dispositions Form, a question about how the candidate uses the ELA curriculum to make connections to culture, society, and education would be an easy, but significant focus question.

As the reviewers noted, the Secondary English Program is in the initial phase of developing assessments. As we focus our attention on the new curricula, we will be in the initial phase of a new set of assessments, but we will build these assessments on the knowledge we have gained from the old.

4) Faculty Addition

The addition of a new Clinical Faculty member to the English Education Program will mean that all assessments in Methods and in fieldwork, as well as the Assessment of Student Learning projects and student teaching portfolios will all be evaluated by two faculty members. This will allow for the collection of more data and for the calibration of assessments.

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.)

Revisions:

Assessment #1 Content Knowledge/ Praxis 2 has been revised so as to be only a partial fulfillment of Content Knowledge, acknowledging the limitations of the Praxis 2 test.

Assessment #2 Content Knowledge has been revised according to the NCTE guidelines for using grades as an assessment tool.

Assessments #3 Methods Teaching, #4 Student Teaching, #5 Assessment of Student Learning, and #6 Student Teaching Portfolios have been revised so as to establish a pass rate and indicate the percentage of candidates who are achieving that rate.

Assessment #7 is new and reflects an additional assessment instrument for dispositions that was created after the initial report was submitted.

In addition, all data have been updated to include candidates since the last report.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.