## 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**
   - The University of Memphis

2. **State**
   - Tennessee

3. **Date submitted**
   - MM DD YYYY
   - 09 / 16 / 2007

4. **Report Preparer's Information:**

   **Name of Preparer:** Jennifer A. Borek, Ph.D.
   **Phone:** Ext. (901) 678-4777
   **E-mail:** jborek@memphis.edu

5. **NCATE Coordinator's Information:**

   **Name:** John M. Johnston
   **Phone:** Ext. (901) 678-2365
   **E-mail:** jmjhnstn@memphis.edu

6. **Name of institution's program**
   - Secondary English MAT Degree and Teacher Licensure

7. **NCATE Category**
   - English Education
8. **Grade levels**\(^{(1)}\) for which candidates are being prepared

| 7-12 |

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. **Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

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**

| English 7-12 |

14. **Program report status:**

- Initial Review
- Response to a Not Recognized Decision
- 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 III. Does your state require such a test?

- Yes
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)

Secondary Education English Language Arts licensure (grades 7-12) at The University of Memphis is part of the Instruction and Curriculum Leadership Department in The College of Education. Secondary licensure is only offered at the Master’s Degree level through the Master of Arts in Teaching (MAT) or licensure only programs for those with a Bachelor’s Degree in English or appropriate coursework verified by the Certification Officer.

The Tennessee Department of Education require that English 7-12 certification candidates successfully pass the PRAXIS II content knowledge exams, participate in field experiences on an on-going basis, and pass an internship or student teaching experience. English teacher preparation must address the National Council of Teachers of English (NCTE) standards that have been aligned with the State of Tennessee standards. This ensures all candidates achieve proficiency in the four areas of language arts, pedagogy, diversity, inclusion, and technology integration.

Tennessee teacher licensure standards for Secondary English endorse teachers for licensure in Secondary English (7-12). Tennessee English teacher licensure performance standards and program implementation guidelines are very closely aligned with NCTE standards, and are understood to include the same academic grade range from seventh through twelfth.

Tennessee supports Secondary English preparation programs that enable teacher candidates to meet the developmental and academic needs of all children. The performance standards for Secondary English education provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning teachers. Teaching adolescents is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional teaching. The intent of Tennessee’s secondary English performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the licensure standards.

The University of Memphis Secondary English initial licensure teacher education program is approved by the Tennessee State Department of Education.

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)

All candidates fulfill the required number of field hours prior to student teaching, at which time they complete their required 15 weeks of student teaching. Students who are teaching on alternative licenses in lieu of student teaching must present two years of satisfactory evaluations from their supervisor, usually an assistant principal or principal. Those candidates are still required to complete the 40 hours of field experience during the appropriate courses.

The Secondary Education division has a partnership with and urban high school. All field experience placements are completed at this site under the supervision of teacher selected for the partnership. Students begin fieldwork with individual tutoring or small group assignments, building up to a full day
of teaching during their methods class. Student teaching placements are made with licensed teachers of English, and students work at both the secondary and middle levels, as their licensure is 7-12.

Course Title Field Hours Activities
Introduction to Exceptional Learners 4 hours Observations, tutoring, and small-group instruction among inclusive, racially diverse groups in city and county schools

Urban Learning Environment 10 hours Tutoring individual students, and conducting small-group learning sessions in an urban, multiracial high school.

C&I in Multiethnic School 10 hours Tutoring individual students, and conducting small-group learning sessions in two settings: one racially diverse middle school with an inclusion program, and one urban, multiracial high school

Teaching Reading in the Subject Areas 8 hours Conducting small-group instruction and teaching full classes

English Language Arts Methods 8 hours Conducting small-group instruction and teaching four full classes in an urban, multiracial high school.

Student Teaching in High School 15 weeks
600 hours Full teaching and preparation of middle and high school classrooms for 8 and 7 weeks, respectively. One setting will be urban, the other suburban. Both will include students of different ethnic backgrounds and inclusive classes.

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)

Admission to MAT Degree and Licensure Program: Candidates must meet two of the first three requirements to be considered for admission (grade point average, GPA, and/or GRE Writing). Only one alternative will be considered.

1. Grade Point Average: 2.5 overall undergraduate. Alternative 1-2.75 last 60 hours of undergraduate degree. Alternative 2- Retake course work to raise GPA

2. GRE: 450 Verbal 531 Quantitative (national means for Education). Alternative 1- Candidates within one standard deviation of the national mean will be considered. Current SD is: Verbal 357-450 Quant. 408-531. Alternative 2-Same at Alternative 1.

3. Writing Proficiency: GRE Writing 3.5. Alternative 1-Praxis I Writing score meeting State standard. Alternative 2-Enroll in an advanced writing course and earn a grade of B or higher. Applicants meeting the above requirements may continue with the admission process.

4. Undergraduate Prerequisites: Grade of C or better in Gen Ed English Composition, Math, US History, and Science courses. Alternative 1-Retake courses to obtain necessary grade. Alternative 2-Same.

5. Content Knowledge: 2.75 GPA in Undergraduate major. Alternative 1-Praxis II Content area exams. Alternative 2-Retake courses in major to raise GPA to 2.75.

Other requirements:
1. Official Transcript: Must be from an accredited university
2. Recommendations: Two letters, less than one year old, from professionals knowledgeable about candidate's academic skill, experience with children, and/or potential as a teacher. Please submit on letterhead.

3. Personal Statement: In less than two pages identify and describe personal characteristics and experiences that will make you an excellent teacher.

4. Interview: Successfully complete interview.

5. TOEFL: Applicants whose native language is other than English must score at least 550 (or 210 computer-based) on the Test of English as a Foreign Language (TOEFL).

6. Application: Departmental applications can be obtained via the Instruction and Curriculum Leadership web.

Admission to Teacher Education Program
Admission: Students who plan to pursue a graduate program of studies leading to teacher licensure must submit a formal application to the College of Education Teacher Education Program (TEP). Students are encouraged to apply for admission into TEP as soon as they enroll in courses in the college.
Requirements for admission into TEP include:
a. A grade point average of 3.0 at the graduate level and,
b. Successful completion of a personal interview.
c. Licensure-only students with an undergraduate grade point average of 2.5 or higher are required to obtain a qualifying score on the PPST Writing test. Licensure-only students with an undergraduate grade point average of 2.5 or lower are required to obtain a qualifying score on the Reading, Writing, and Math PPST tests.
d. All teacher licensure students must present acceptable scores on the required Tennessee teaching licensure Praxis II content knowledge test as a prerequisite for admission to the Teacher Education Program (TEP).
e. Students must be admitted to the Teacher Education Program (TEP) before completing Level I courses and starting Level II courses. (Level I Professional Core courses provide requisite foundations for teaching and should be completed before taking Level II Professional Specialization courses that focus on specialized strategies for teaching and learning in educational environments). TEP admission and Graduate School admission are separate procedures.
Students who do not apply to TEP or who fail to maintain criteria including a 3.0 GPA during the program will not be allowed to continue in the program.

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

The conceptual framework of the University of Memphis College of Education consists of its vision for preparing educational leaders, its mission to pursue engaged scholarship, its philosophical commitments and principles, and its high expectations for candidate performance. By articulating our values, we are better able to ensure that we are engaged with our community, relevant both to our stakeholders and within our disciplines, and leading our profession.

Vision and Mission
The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to
use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

Commitments
All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators
These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and NCTE standards are demonstrated in the table below. See attached table.

The Secondary Education program is committed to developing teachers who are inspired to engage in critical thinking, problem solving, and lifelong learning. Completion of our secondary teacher preparation program signifies that candidates for licensure have developed knowledge and skills in pedagogy and in a modern language, which address performance outcomes required by the state of Tennessee. The Secondary teacher preparation program is built on a conceptual framework that includes three components:

1) facilitating learning for students and themselves;
2) understanding and appreciating diversity, particularly in an urban setting; and
3) fostering professionalism and vision.

The primary focus of this program in relationship to the unit’s conceptual framework is that our students must display substantial knowledge of content and pedagogy in the area of instruction, and remains current of new ideas and understandings in the discipline being taught if they are to be successful in our program and in their careers. The assessment system ensures that students will have the tools and dispositions to create positive classroom environments for students within their content area, and make a positive contribution to their school environment.

(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 their relationship of the program's assessments to the unit's assessment system (3). (Response limited to 4,000 characters)

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial licensure programs: 1) admission to the Teacher Education Program/admission to a graduate program, 2) admission to student teaching/capstone internship or
course, 3) completion of student teaching/capstone internship or course and graduation, and 4) follow-up during professional practice. COEAS is designed so that all programs include a combination of six to eight college-level and program specific key assessments. Thus, the University of Memphis Secondary English program assessment system includes both college-wide assessments and key assessments that are unique to the SCED-ENG program.

The first transition point for the teacher education program candidates is Admission to the Teacher Education Program and Admission to the Graduate School and a specific graduate program. At this first transition point all assessments are universal college level requirements across all programs, for example, minimum 2.5 gpa, passing scores on the state-mandated basic skills Praxis I Pre-Professional Skills Test, pre-requisite coursework, etc. All secondary licensure areas require passing scores on the content PRAXIS II exams prior to admission.

The second transition point for teacher education program candidates is Admission to Student Teaching. In the program phase between the first and second transition points, SCED-ENG candidates complete three Key Assessments that are unique to the English licensure program, including, a clinical teaching evaluation during the methods class, a parent interview, and a unit plan.

The third transition point for teacher education program candidates is completion of student teaching. During student teaching—the program phase leading up to the third transition point—program candidates are assessed using a college-wide student teaching evaluation that is aligned directly with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

The fourth and final transition point occurs a year after program completion and is assessed using a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

In sum, Secondary English candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the SCED-ENG program.

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.

See Attachments panel below.

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.

<table>
<thead>
<tr>
<th>Program:</th>
<th>Secondary English Education MAT Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td># of Candidates Enrolled in the Program</td>
</tr>
<tr>
<td>2006-07</td>
<td>50</td>
</tr>
<tr>
<td>2005-06</td>
<td>46</td>
</tr>
<tr>
<td>2004-05</td>
<td>58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program:</th>
<th>Secondary English Education Licensure Only Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td># of Candidates Enrolled in the Program</td>
</tr>
<tr>
<td>2006-07</td>
<td>29</td>
</tr>
<tr>
<td>2005-06</td>
<td>24</td>
</tr>
<tr>
<td>2004-05</td>
<td>31</td>
</tr>
</tbody>
</table>

(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 professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Abraham, Katherine A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(5)</td>
<td>Ph.D., Higher Education, University of Mississippi</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member(6)</td>
<td>Secondary Mathematics Education, Assistant Chair</td>
</tr>
<tr>
<td>Faculty Rank(7)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and Service(9): List up to 3 major contributions in the past 3 years(10)</td>
<td>Presentation, NCTM National conference, Spring 2006</td>
</tr>
<tr>
<td>Teaching or other</td>
<td></td>
</tr>
</tbody>
</table>
### Borek, Jennifer A.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Borek, Jennifer A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Curriculum and Instruction, St Louis University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Secondary English Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Adolescent CD writing research, Secondary Education curriculum revisions, AERA LIT-SIG board member</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>HS teacher for 6 years, PDS liaison, clinical and student teaching supervisor</td>
</tr>
</tbody>
</table>

### E. Sutton Flynt

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>E. Sutton Flynt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Reading Education, University of Georgia</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Literacy Education, Director of Teacher Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Taught High School and Middle School in MS for four years. Established Professional Development Schools in Clarksville, TN. Conducted three all day workshops during the 2006-07 academic year for MCS. Lead Content</td>
</tr>
</tbody>
</table>

### Franceschini, Louis A.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Franceschini, Louis A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Educational Research and Methodology, University of Memphis</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>College Research Consultant/Instructor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Key, Shirley Gholston</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Curriculum &amp; Instruction, University of Houston</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Middle School Science</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Clinical supervision Inservice training, Kirby High School, 2007 Inservice and Professional Development, Fairview Middle School, 2006 Lifetime Biology and Professional Biology, Composite Science (6-12), Texas Teacher License</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Seed, Allen H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Educational Leadership, Miami University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Curriculum, Middle school Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor and Division Coordinator</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Developed Middle School Education Program, Co-founded Center for Experiential Education, Board member of Tennessee Association of Middle Schools</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Teacher grades 4-8 for 18 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Troutman, Anne C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, Georgia State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Special Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associates Professor (ret.)</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II - 10041 English Language, Literature, and Composition: Content Knowledge</td>
<td>Standardized Test</td>
<td>Each semester, including summer Assessment is taken prior to entrance into the program.</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in English (required)</td>
<td>MATEC Student Teaching Evaluation Instrument, Domain 1 Indicator B: Content Knowledge</td>
<td>Performance Evaluation</td>
<td>Fall and Spring Semesters at the end of program</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Methods Course Unit Plan for ELA</td>
<td>Project</td>
<td>Fall term, Secondary English Methods, mid program</td>
</tr>
<tr>
<td>Assessment #4: Student teaching or internship (required)</td>
<td>MATEC Student Teaching Evaluation Instrument</td>
<td>Performance Evaluation</td>
<td>Fall and Spring terms at end of program</td>
</tr>
<tr>
<td>Assessment #5:</td>
<td></td>
<td></td>
<td>Fall Term,</td>
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<tr>
<td>Assessment #6: Additional assessment that addresses NCTE standards (required)</td>
<td>Clinical Teaching Experience evaluation</td>
<td>Performance Evaluation</td>
<td>Secondary English Methods, mid program</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NCTE standards (optional)</td>
<td>Self Assessment and Future Growth Plan</td>
<td>Project</td>
<td>Student Teaching Seminar at end of program</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NCTE standards (optional)</td>
<td>Parent Interview</td>
<td>Project</td>
<td>Each semester, including summer, early in the program</td>
</tr>
</tbody>
</table>

1. Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
2. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
3. 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.

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

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.

3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

3.3 Candidates demonstrate their knowledge of reading processes.

3.4 Candidates demonstrate knowledge of different composing processes.

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

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.

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.

4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to 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.

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 of 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
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

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

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 Standards 1, 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

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 Standards 1, 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

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 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 |

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 |

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 |

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.
Overview
The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean’s office, and the College of Education Teacher Education Advisory Council.

CONTENT KNOWLEDGE
Principal Findings
Data from Assessment #2, Student Teaching Evaluation Domain 1, Indicator B, indicates that 88% of our candidates scored at the “acceptable” or “proficient” levels on Content Standards 3.1, 3.5, and 4.5 during Fall 2006. Spring 2007 found 90% of students “acceptable” or “proficient” on Assessment 2. Our candidates are stronger in the area of planning content (Standards 2.6, 3.2, 3.6, 3.7, and 4.2; Assessment #3, Unit Plan), where 94% of the candidates scored at the “acceptable” or “proficient” levels in Fall 2006. Assessment #6, Parent Interview, showed mastery in both Fall 2006 and Spring 2007, with 100% of students achieving “Proficient” on the task that showed mastery of Standards 2.2 and 2.5.

Faculty Interpretation
Our faculty attributes this to the strong ELA background of our candidates, and to the fact that many of them are in their own classrooms during pedagogical instruction. Our data suggests the need for continuous communication between the instructors who present an assessment and the faculty who eventually evaluate the assessment. Faculty noted that a score of “0” on a given standard does not necessarily reflect lack of knowledge of the standard. This may reflect the evaluator’s understanding and/or the student’s interpretation of the standard. It is important, then, that all faculty involved in major assessments have a shared understanding of their meaning so that student understanding will be consistent.

Changes
Secondary Education faculty members should meet with professors of record of introductory courses taught by adjuncts or other faculty to help them change the course so candidates might better meet the standards tested. Better recording of unit scores and student teaching results, as well as beginning to keep all student data together in a web-based portfolio, will also help. Changes such as having a section of introductory courses specifically for secondary students will help with record keeping and consistency.

In 2007-2008, more information about working with diverse learners will be incorporated. Secondary has plans to examine its degree program for changes that will be submitted in the fall of 2008. In addition, we will be meeting with our advisory council to examine other actions to take. Secondary faculty will work with arts and sciences, public and private schools, and the directors of clinical practice in order to create more opportunities for students to gain experience in the teaching of their discipline. More specific rubrics and prompts will be developed, and those who work with students will be trained in their use. Meetings with adjunct faculty, clinical school faculty, and other stakeholders will be held in order to insure consistency of evaluation.

Steps Taken to Improve Candidate Performance
Tracking candidates longitudinally would provide additional data for areas. Secondary Education faculty members plan to pursue the possibility of creating student web portfolios so that faculty can better track students in their area of concentration. Also partnering with Arts and Sciences faculty to evaluate content knowledge will provide further information.

Steps Taken to Improve Program
Secondary faculty will update the MAT curriculum by including a general secondary methods course in place of the more general course, Urban Learning Environment. We are considering other curricular changes for courses that will be offered by secondary faculty, and, thus, give us an earlier relationship with our students.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS
Principal Findings
In regards to NCTE Standard 4 (Assessments 3, 4, and 7), our candidates scored well. At least 84% of the candidates scored at the “acceptable” or “optimal” levels in each semester the assessments were offered, with over 90% of students scoring in those ranges for the Unit Plan.

Faculty Interpretation
Our faculty attributes student mastery of these concepts to students receiving instruction on planning both from the university and from the districts with whom they are working in their clinical placements.

Programmatic Changes
Those present at the annual Instruction and Curriculum Leadership Assessment Retreat discussed specific short-term actions that will be taken during the 2007-08 academic year in order to improve candidate performance. Students must receive more specific directions regarding their assessments, and more intensive clinical experiences. We will work to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and make sure each faculty member is trained in the use of these. Students’ clinical experiences will be more focused on teaching age-appropriate students, and students who are currently teaching in their own classrooms will need to have a supervisor to work with them on their clinical evaluation. Faculty and secondary clinical faculty will be trained to use the clinical rubric for student learning.

Students must receive more specific directions, and more intensive clinical experiences. We will work to develop more specific and detailed instructions for prompts, more detailed and specific rubric, and make sure each faculty member is trained in the use of these. Students will be required to have clinical experiences, and students who are currently teaching in their own classrooms will need to have a supervisor or assistant principal work with them on their clinical evaluation. Faculty and secondary clinical faculty will be trained to use the clinical rubric for student learning.

STUDENT LEARNING
Principal findings
These data indicate that candidates vary somewhat in their ability to implement knowledge in their classrooms during student teaching. While 76% achieved mastery on creating a supportive classroom culture, 84% planned appropriately for diverse learners. Ninety-two percent assessed students appropriately. While these may not be large variances, they are troublesome, and the faculty notes that no area had 100% mastery among teacher candidates.

Faculty Interpretation
Candidates are generally proficient in assessing their students. However, they must better connect theory and practice through their knowledge of research and knowledge of pedagogy. The secondary education faculty members believe that this variation is partly attributable to the short time secondary faculty have
with teacher candidates before they arrive in student teaching, as almost all Level 1 courses are taught by adjunct or elementary education faculty.

Changes
Secondary faculty members plan to align curriculum more completely between introductory and middle courses prior to student teaching. Much more attention must be paid to introducing and further mastering pedagogical theory throughout the program. Ensuring that those teaching each class understand the particular needs of middle and secondary students is also critical.

Steps Taken to Improve Candidate Performance
Additional activities should be placed in the early courses so candidates begin to notice adolescent’s learning as they plan and teach their early lessons. Professors should adjust syllabi accordingly for immediate inclusion and implementation.

Steps Taken to Improve Program
Additional emphasis should be placed on adolescent learning and assessment in the introductory courses. Both changing certain introductory courses to adolescent-specific courses and ensuring secondary sections of general classes will aid in this effort.

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 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.)

THANK YOU

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