

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

09 / 15 / 2008

4. Report Preparer's Information:

Name of Preparer:

Beth Ricks

Phone:

Ext.

(318) 342-1280

E-mail:

ricks@ulm.edu

5. NCATE Coordinator's Information:

Name:

Sandi Lemoine

Phone:

Ext.

(318) 342-1235

E-mail:

slemoine@ulm.edu

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)

In 2004 the B.A. in English Education was redesigned to align with institutional, state and national standards.

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)

See attachment "Field and Clinical Experiences BA English Education".

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)

Candidates seeking a degree in a teacher education program must meet the admission requirements of the College. Tentative admission to Teacher Education will be granted to applicants who meet general University entrance requirements. Students with a felony conviction will not be admitted to Teacher Education. Application for admission to a teacher education program should be made during the first semester following the completion of 30 semester hours and before completing 90 hours. Transfer students from other Colleges of the University and other colleges and universities who have completed thirty or more applicable semester hours should make formal application during their second semester of enrollment. Conditional admission may be granted transfer students by the Dean of the College of Education and Human Development during the first semester if requirements are obviously met.

Requirements for Admission and Retention to B.A. in English Education Program

1. Completion of not more than 90 semester hours, with a cumulative grade point average of 2.5 on a 4.0 scale, last grade counted.
2. Presentation of passing scores on Academic Skills tests in Reading, Writing, and Math (PRAXIS I). Information concerning registration for the exams can be obtained through the ULM Testing Services.
3. Completion of all developmental courses as required.
4. Successful completion of English 101 and 102 or their equivalents with minimum grades of "C".
5. Successful completion of required six hour Math sequence appropriate to degree program with grades of "C" or better.
6. Completion of 20 clock hours of preliminary laboratory experiences as directed in Educational Foundations 201 or KINS 211.
7. Speech and Hearing Screening
8. Recommendation of advisor.

Applications for admission to a teacher education program are reviewed by the College's Admission Committee.

Requirements for Graduation from a Teacher Education Program

The candidate must meet all eligibility requirements for teacher certification in Louisiana, which include a 2.5 grade point average on all work toward the degree, grades of "C" or better in all courses counting toward the degree, and passing scores on all applicable portions of PRAXIS I and PRAXIS II. The candidate must also file an application for graduation with the Department Head at the beginning of the semester in which he/she plans to graduate.

Requirements for Louisiana Teaching Certification

The candidate must meet all eligibility requirements for Louisiana teacher certification before graduation. In order for a person to be granted a Louisiana Teaching Certificate upon graduation, there must be an overall grade point average of 2.5 on a 4.0 scale in all work to be credited toward a degree from an approved teacher education program. There must be no grade below C in any professional

education course, psychology course, the teaching major or minor, or in specialized academic education, or general education courses. To be certified to teach in Louisiana, a person must present passing scores on all required parts of PRAXIS I and II as prescribed by the State Department of Education.

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

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(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)

The program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. For example, the Final Assessment of Student Teaching/Internship is a unit assessment. Specific program standards are attached to create unique program assessments. In this way the Final Assessment of Student Teaching/Internship informs both the unit and individual. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(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.

Field and Clinical Experiences BA English Education

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.)

BA English Education, Grades 6-12 Degree Plan

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: BA English Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	79	5
2006-2008	76	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	Clark, Leonard J.
Highest Degree, Field, & University ⁽⁵⁾	ED.D in Curriculum and Instruction, Louisiana Tech University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Presented research for Teachers Perception of No Child Left Behind on their Classroom Instruction and student learning- Published at the International Conference on Education for 2007. Member of Phi Delta Kappan International Serve as current Board Member for the WellSpring of Northeast Louisiana, Board member of Big Brothers and Big Sisters. Chairman of Big Brothers 2009 Bowl for Kids Campaign 2008 Presented Skills to Adolescents Interviewing for their first Job
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Twenty-four years in public school education as a teacher and administrator.

Faculty Member Name	Flowers-Gibson, Beverly

Highest Degree, Field, & University ⁽⁵⁾	Ed.D. La Tech
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Associate Dean for Undergraduate Programs & Certification
Faculty Rank ⁽⁷⁾	Associate Professor
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⁾	TEACH Delta Region grant Co-PI Phi Delta Kappa ULM Chapter President & Foundation Rep A+PEL ULM student chapter faculty advisor Educators Showcase Co-Director
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	18 years teaching experience in P-12 schools

Faculty Member Name	Mann, Rhonda
Highest Degree, Field, & University ⁽⁵⁾	Masters Degree in Elementary Education 1-8, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Coordinator of Field Experiences and Teacher Candidacy
Faculty Rank ⁽⁷⁾	Instructor
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⁾	2009 A+PEL Advisor Member of ULM Alumni Hawaii International Conference for Education Presenter
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	-Elementary Education Classroom teacher for grades 1, 5, and 6 for 18 years - Field Experience Coordinator Clinical Supervisor -Instructor for Classroom Management Techniques (Graduate Level) -Inservice Training LaTAAP - Professional Development Workshop Facilitator for Pre-Service Teachers

Faculty Member Name	Powell, Sherlyn Ezell
Highest Degree, Field, & University ⁽⁵⁾	Ed.D in Special Education , University of Alabama
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, clinical supervisor
Faculty Rank ⁽⁷⁾	Associate Professor
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⁾	Powell, S. (2007). Positive Behavioral Supports, S & S Powell Publishing Co. Powell, S. (2006). Passing Praxis: PLT A Comprehensive Study Guide Complete with Explicit Strategies. S & S Powell Publishing Co. Powell, S. (2006). Continuous Improvement and Focused Monitoring Process (CIFMP) Manual for Division of Educational Improvement and Assistance (DEIA) Louisiana Department of Education (LDE). Stanley, S., Powell, S., Ezell, D., Klein, C. (2004). Improving Self Esteem of Students with Cognitive Disabilities. Research presented at the Council for Exceptional Children (CEC) 11th International Conference of Division on Developmental Disabilities (DDD), Las Vegas, Nevada.

years ⁽¹⁰⁾	Louisiana Department of Education Team Leader for Division of Special Populations Continuous Monitoring (1999-present). Louisiana Board of Examiners (LBOE) for the Louisiana Standards partnership with National Council for the Accreditation of Teacher Education (NCATE) (2000-present). Louisiana Department
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Two years Elementary Education (Grades 1-8) Eight years Special Education (Kindergarten through grade 12) Mild/Moderate Generic: Learning Disabilities, Mental Retardation, Behavior Disorders Three years Educational Diagnostician (Pre-School through grade 12)

Faculty Member Name	Ricks, Beth
Highest Degree, Field, & University ⁽⁵⁾	PhD in Curriculum and Instruction, Specialization in Reading and Children s /Young Adult Literature, Arizona State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant professor
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⁾	1. Louisiana Senator ALAN (NCTE Affiliate) 2. Co-Chair (Elementary) and Chair (Secondary) Writing and submitting of Reading Competencies Alignment Report for BESE 3. Evaluator of Reading program for Madison Parish School District
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	1. Coordinator for Elementary Professional Reading Block II (grades 3-6) and Secondary Professional Reading Block (grades 6-12) 2. Supervisor for student teachers and interns (grades 1-12)

Faculty Member Name	Schween, Dorothy C.
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Curriculum and Instruction Louisiana Education Consortium
Assignment: Indicate the role of the faculty member ⁽⁶⁾	PK-16+ Coordinator
Faculty Rank ⁽⁷⁾	Associate Professor
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⁾	1. Development of Assessment, a three-part online interactive training module posted on the TeachLouisiana website as an opportunity for Louisiana teachers to earn professional development credit. 2. Serving as ULM Faculty Senate President 2006-2007. 3. Three presentations accepted for AACTE 2007, one of which was: Schween, D., Sivakumaran, T., (2007): Digital Dilemma: Faculty Roles in Data Collection. Paper presented at the American Association for Colleges of Teacher Education (AACTE) New York, NY.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	18 Years in schools in Dallas, TX and Monroe, LA working with students with disabilities ages 3-16. One year as IEP Monitor for Monroe City Schools Office of Special Education Services

Faculty Member Name	Sivakumaran, Thillainatarajan
Highest Degree, Field, & University ⁽⁵⁾	Ph.D, Instructional Technology, University of Tennessee
Assignment: Indicate the role	Assistant Dean, NCTM Coordinator, Secondary Ed. Professor

of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	Assistant Professor
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⁾	Sivakumaran, T., Holland, G. (Awarded October 2006). E-Portfolios: Teaching with Emerging Technology (E-Portfolios: Teach Etech). (\$81,110.20) Wilhelm, L., Puckett, K., Beisser, S., Merideth, E., Sivakumaran, T., Wishart, W., Lessons Learned from the Implementation of Electronic Portfolios at Three Universities. TechTrends, July/August, 2006. Sivakumaran, T., Holland, G., Schween, D., Boyd, M., Miles, D., (2007): Pre-Service Teachers Understanding of Standards-Based Assessment. MAKING AN IMPACT: Best Practices to Enhance Achievement, Assessment, and Accountability for P-12 Learning, Atlanta, GA.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	2000-2001 Fulton High School Knoxville, TN, Taught chemistry and physical science grades 9-12

(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 Worksample	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 learning (required)	Impact on Student Teaching	Project	Portal III (CURR 304)
Assessment #6: Additional assessment that addresses NCTE standards (required)	Classroom Management Portfolio	Portfolio	Portal III (CURR 375A)
Assessment #7: Additional assessment that addresses NCTE standards (optional)			
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 which all students can engage in learning.	€	€	€	€	€	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.	e	e	e	e	e	b	e	e
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	e	e	e	e	e	b	e	e
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	e	e	e	e	e	b	e	e
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	e	e	e	e	e	b	e	e

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	e	e	e	e
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	b	b	b	b	e	e	e	e
3.3 Candidates demonstrate their knowledge of reading processes.	b	b	b	b	e	e	e	e
3.4 Candidates demonstrate knowledge of different composing processes.	b	b	b	b	e	e	e	e
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	b	b	b	b	e	e	e	e
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	b	b	b	b	e	e	e	e
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	b	b	b	b	e	e	e	e

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.	e	e	b	b	b	e	e	e
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.	e	e	b	b	b	e	e	e
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	e	e	b	b	b	e	e	e
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.	€	€	b	b	b	€	€	€
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.	€	€	b	b	b	€	€	€
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.	€	€	b	b	b	€	€	€
4.8 Candidates engage students in making meaning from texts through personal response.	€	€	b	b	b	€	€	€
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.	€	€	b	b	b	€	€	€
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.	€	€	b	b	b	€	€	€

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.

(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

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

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

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

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)

Section V-Use of Assessment Results to Improve Candidate and Program Performance

Fall 2006 is the first semester in which data were formally collected to serve NCATE purposes. Data from 6 of the 6 identified assessments have been collected: PRAXIS II, Thematic Teaching Unit, Teacher Work Sample, Student Teaching Final Assessment, Impact on Student Learning, and the Classroom Management Portfolio. The following chart summarizes the results of this data collection:

Assessments # of Candidates Passing Rate

1. Praxis II Applied for licensure
2. Thematic Teaching Unit 5 100%
3. Teacher Work Sample 14 100%
4. Student Teaching Final Assessment 12 100%
5. Impact on Student Learning 6 100%
6. Classroom Management Portfolio 8 100%

Based on the assessment data, the following conclusions were drawn:

1. Content Knowledge:

The data collected from the Praxis the past two years shows 100% passing rate for BA completers of the program. The data also show a number of teacher candidates still in the program who have not succeeded in passing the Praxis. We are working closely with the English Department to help teacher candidates in their areas of need. Two English instructors have offered to tutor those candidates who need additional support, and we are looking into purchasing PRAXIS programs for our Departmental curriculum/media lab, so that candidates can practice the test.

2. Professional and Pedagogical Knowledge, Skill, and Disposition:

The Thematic Teaching Unit, the Teacher Work Sample, and the Student Teaching Final Assessment are identified as the assessments to assess candidates' professional and pedagogical knowledge, skill, and disposition. From the data collected from the past two years, we conclude that our candidates meet most of the standards in the Target (3) range. Although the candidates show lower scores (Acceptable) in implementing reading and writing strategies into their lessons, these scores rise to the Target level by the time they complete their student teaching. This finding indicates that a more critical/difficult concept

introduced earlier in the program is consistently addressed and mastered by program completion.

3. Student Learning:

The Impact on Student Learning and the Classroom Management Portfolio are identified as the assessments to assess candidates' effectiveness on student learning. Both reports show that our students are well-prepared and met the standards at the target or acceptable level. We feel that because our students have such a heavy field component in their methods courses, they are able to recognize and identify their impact on student learning. However, the areas of implementing instruction and assessment of learning were not scored as high. We feel that a continued emphasis on direct-teaching and reflection will prepare candidates better for student teaching.

To conclude, we feel that the English Education program has well prepared our candidates. In collecting data from more assessments, we can continue to improve our program by addressing areas of need as evidenced by the 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.)

Please click "Next"

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