

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

Arkansas State University at Jonesboro

2. State

Arkansas

3. Date submitted

MM DD YYYY

09 / 15 / 2009

4. Report Preparer's Information:

Name of Preparer:

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5. NCATE Coordinator's Information:

Name:

Phone:

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() -

E-mail:

6. Name of institution's program

English BSE

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

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

N/A

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

Secondary English

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)

Arkansas State University's main campus in Jonesboro sits in the northeast corner of the state, straddling Crowley's Ridge (a moraine from the last ice age), with the Missouri "boot heel" region just 30 miles northeast and with cotton and rice fields stretching 60 miles southeast across the delta to the Mississippi River and Memphis, Tennessee. The only comprehensive public university located in this region, ASU offers associate, bachelor, master, specialist, and some doctoral degrees to its diverse student body. The Jonesboro campus enrollment reached 10,869 in the fall of 2007, with a total system enrollment (including branch campuses) of 17,624.

This report is exclusively about the undergraduate, secondary-level English Education Program, which is located only on the main campus in Jonesboro. The English Education Program is modest in size, consisting of about a dozen completers each year. It places interns at partnership schools in Jonesboro and in regional schools within a 70 mile radius, including some schools in Missouri.

Our program provides prospective English teachers with a broad-based general education, a major in English, and a thorough professional education experience beginning in the students' sophomore year and climaxing with the final semester's teaching internship. Students then receive their Initial Arkansas Teacher Certification in English from the Arkansas Department of Education.

Our program is a part of ASU's Teacher Education Programs (TEP). Although the English Education Program is housed in the College of Humanities and Social Sciences, it is administered in cooperation with the College of Education.

State policies: Arkansas is an NCATE Partnership state, so we embody NCATE standards. However, the state has also mandated Praxis II as the one and only standardized measure of the candidates' abilities. Praxis II data lack strong alignment with NCTE Standards, but perhaps the full battery of English exams required in Arkansas (Content Knowledge, Essays, and Pedagogy) may align more strongly with NCTE Standards than does the one exam (Content Knowledge) required by some states.

Institutional policies: The undergraduate English Education at Arkansas State University is managed through a partnership between two colleges:

1. The College of Humanities and Social Sciences houses the Department of English and Philosophy. All advising of English candidates and all supervision of the English internship are provided through the Department of English and Philosophy. EDEN 4553, Methods and Materials for Teaching English in the Secondary Schools, is a professional education course, but it is taught through the Department of English and Philosophy. The required content courses are administered by the Department of English and Philosophy:

- o ENG 2103 Introduction to Poetry and Drama
- o ENG 2113 Introduction to Fiction
- o ENG 3003 Advanced Composition
- o ENG 3233 Shakespeare or ENG 3243 British Drama to 1800
- o ENG 3583 Literature for Adolescents
- o ENG 4043 Theory in the Teaching of Composition
- o ENG 4053 The English Language or ENG 4083 Linguistics
- o ENG 4063 Comparative Modern Grammars
- o 3 hours of British literature
- o 6 hours American literature
- o 6 hours of elective that must include a multicultural English course

2. The College of Education houses Teacher Education Programs. Professional education courses and all field work are administered by that college and department. The COE manages all the Praxis data. At

ASU, all “content” programs are headquartered and administered in the departments that specialize in that content; yet all content specialists are also part of the Professional Education Faculty, a kind of interdisciplinary dual appointment that brings together program directors from History, Art, Music, Business, PE, Agriculture, and other fields with their Professional Education colleagues.

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)

Field and clinical experiences are an integral part of the teacher education preparation program. They are designed to give candidates guided and controlled experiences with professionals in the secondary schools. It is the responsibility of the Coordinator of Teaching Internship and Field Experiences in the Department of Professional Education Programs to make appropriate placements. These field experiences encompass three levels of public school involvement in schools that vary in size and diversity.

Diversity: In order to ensure that students gain experience in diverse educational settings, field sites selected for these experiences must include schools which vary by size and diversity of student population. Partnership schools are sorted by size and diversity: Category I schools have a diverse student population over 35%; Category II schools have a diverse student population between 5-35%; Category III schools have a diverse student population between 0-4%. Each of the three field experiences must be in a school from a different category so that all three categories covered. In addition, the partnership schools are categorized by size so that the field experiences are varied also by size of the school population.

Levels of Field Experiences: The three levels of field experiences are Field 1 in conjunction with the course Introduction to Secondary Teaching (SCED 2514), Field 2 in conjunction with the course Performance-based Instructional Design (SCED 3515), and Field 3 Internship (TIEN 4826). These are experiences are described below in detail:

Field 1: Observing and Participating

Field experiences are combined with SCED 2514, Introduction to Secondary Teaching. Candidates are assigned to a secondary school for the equivalent of 30 clock-hours of observation and related experiences. Experiences and specific assignments are supervised by the instructor of the introductory class.

Field 2: Planning, Delivering, and Assessing Lessons

Field 2 experiences for Secondary Education are designed to provide at least 44 clock-hours of experience with an appropriate secondary school teacher in the candidate's field as the candidate serves as an aide, tutor, or assistant. During the field experience, the candidates deliver and assess lessons they plan in the coursework of Performance-based Instructional Design, SCED 3515.

Field 3: Teaching Internship

The teaching internship—the capstone experience of the teacher education program—is designed to meld theory and practice. Secondary education candidates engage in the teaching internship all day for a full semester.

The University recognizes that the teaching internship experience is a full-time responsibility; therefore, other than the internship courses, interns are not permitted to enroll in other university/college courses, including correspondence, web, distance learning, or courses at other universities or colleges. In addition, the University does not permit a candidate to work full-time during the internship. Part-time

employment is subject to the approval of the Department Screening Committee.

Roles/Responsibilities of the Teacher Intern [from Teacher Intern Handbook]

As a teacher intern, the candidate assumes an enormous responsibility and commitment. The responsibilities for the intern include, but are not limited to the following:

- Become familiar with and adhere to the regulations set forth by your school district. Ask for a student, school, and personnel handbook.
- Get acquainted with your clinical supervisor, your students, and other faculty and administrative personnel. (Learn your students' names as quickly as possible.)
- Be prompt, courteous, dependable, and demonstrate commitment to the internship experience.
- Report any reason for absence to the school and the university supervisor no later than 8:00 a.m. on the day of the absence. Also, fill out the absentee form.
- Be neat, clean, and appropriately dressed.
- Study the records and reports your clinical supervisor must originate and maintain; assist in making these records and reports.
- Be prepared! Be prepared! Be prepared!
- Develop detailed lesson plans 48 hours in advance to submit to the clinical supervisor for review.
- Assume full responsibility for teaching the period of time required by the program.
- Assess student performance and report to others when appropriate.
- Analyze the student assessment data to make professional decisions about instruction.
- Participate in seminars and professional development activities.
- Demonstrate active rather than passive behavior in the classroom by
- Volunteering to assume responsibilities, preparing lesson plans that go beyond textbook suggestions, and asking questions concerning objectives.

In addition to teaching, interns are expected to share duties with the clinical supervisor. Such duties may include participating in the school's extracurricular programs, faculty meetings, professional organizations, routine administrative and clerical tasks, parent-teacher conferences, PTA meetings, community activities, and other activities expected of teachers.

Schedule for Secondary School Interns [verbatim from Teacher Intern Handbook]

The recommended schedule for teacher interns varies according to the progress the teacher intern makes and the needs of the students in the classroom as determined by the clinical supervisor. Usually, the intern is assigned some actual teaching responsibility within the first few days and gradually increases responsibilities. In order for the teacher intern to have the opportunity to develop excellence, adherence to the following recommended schedule is important for teacher interns:

Week One: The teacher intern should observe the classroom. During this time the intern should familiarize himself/herself with the school, find all the areas and classrooms, complete seating charts to learn the names of all students, observe the teacher's classroom management techniques, and learn the schedule for the day and semester. Assist teacher with roll, record grades, grade homework and tests, lead small or large group discussions, help students with in-class assignments, and assist the teacher with any supervision outside the classroom.

Weeks Two-Four: Teach at least one period of instruction. Continue all supporting activities assumed.

Weeks Five-Seven: Add either another subject area to the teacher intern's teaching responsibilities or several periods of one subject area. Continue all supporting activities.

Weeks Eight-Eleven: Responsibility for at least four periods in a seven period day. Continue all supporting activities.

Weeks Twelve-Fifteen: Full-time responsibility.

Week Sixteen: Transition back to clinical supervisor. Teacher intern assumes half-time responsibility and should visit/teach in other classes.

Clinical supervisors and university supervisors oversee the recommended schedule and collaboratively decide if adjustments need to be made.

Clinical Supervisors: Clinical supervisors have at least three years experience teaching English at the secondary level; most have more experience. They are chosen collaboratively by the Director of Teacher Education Programs and by administrators in the partner schools. Prior to placement of interns, the university supervisors of internship make recommendations of clinical supervisors that complement the needs and personality traits of the interns.

University Supervisors: ASU requires that university supervisors have at least three years experience teaching English at the secondary level. Typically, the university supervisor also teaches the Methods and Materials course of that content area.

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 pass through a series of checkpoints: (1) admission, (2) a meeting with a BSE advisor each semester prior to enrollment, (3) two meetings with the Director of Teacher Education Programs to check the candidate's status prior to internship, (4) a pre-internship validation by an English advisor, (5) at least four formative assessments by the university supervisor and the clinical supervisor during the internship (including a rubric and pre- and post-conferencing), and (6) a summative assessment with the university and clinical supervisor.

Admission: A candidate's admission into the program involves a screening interview conducted by three members of the English BSE Committee, showing the following: (1) Pre-Professional Skills Test (Praxis I) scores of at least 172 Reading, 176 Writing, and 171 Math, (2) a minimum GPA of 2.5 in all coursework, with at least a grade of "C" in ENG 1003 Freshman English I, ENG 1013 Freshman English II, MATH 1023 College Algebra, SCED 2514 Introduction to Secondary Teaching, and SCOM 1203 Oral Communications (or speech proficiency shown through a screening interview), (3) a minimum of 30 semester hours completed, an evaluation of Career Decision Awareness, and (4) a two-page "philosophy of education.

Retention: In order to remain in good standing in Teacher Education Programs, a candidate must (1) maintain a 2.5 GPA or better overall, (3) maintain a 3.0 GPA or better in English content courses, and (4) earn at least a "C" in each professional education and content course.

Meeting with Advisor Each Semester: Every semester, a candidate meets one-on-one with an English Education advisor to fill out a check sheet of courses completed and yet to be taken; GPA is checked.

Meetings with Director of Teacher Education Programs: The TEP Director holds large-group meetings with prospective interns twice before the internship is launched. During the meetings, the candidates produce evidence that they qualify for the internship:

1. Formal admittance into the teacher education program
2. Senior standing—a minimum of 90 semester hours
3. Pre-Teacher Intern Check Form filed with the Office of Professional Education Programs
4. Completion of professional education courses for secondary education majors
5. Attainment of a minimum grade point average of 2.50 in all course work and a minimum grade point average of 2.50 in the major area. English Education Program requires a 3.00 in the major area (i.e., 3.00 GPA in English courses).
6. Completion of prescribed department requirements
7. Completion of application forms for teaching internship eight weeks before the end of the semester or one week before the pre-registration date of the semester preceding teaching internship
8. Completion of a medical examination report (TB test) to be presented at the time the candidate applies for teaching internship
9. Attendance at the mandatory orientation and seminar sessions for the teaching internship
10. Verification of no conviction of a felony or other crimes specified in Arkansas Code Act 1310 of 1995 and Act 1313 of 1997.

Validation by Advisor: Prior to internship, an English advisor performs a final check of qualifications, including a last-minute verification of the overall and English grade-point averages.

Exit: In order to successfully exit the program, each candidate must complete the 16-week teaching internship, which includes formative and summative assessments and a portfolio assessment.

Remediation: Remediation occurs through many means: repeating courses, counseling, and tutoring. An intern who underachieves can be placed on a Remediation Plan: the Director of Teacher Education Programs holds a meeting with the intern and the clinical and university supervisors to draft benchmarks for improvement.

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

“Learning to Teach, Teaching to Learn” is the title and philosophical heart of ASU’s Teacher Education Conceptual Framework: teachers not only must learn to teach today’s students but also must continually renew themselves to meet the needs of tomorrow’s students in a world of rapid technological change and dynamic, culturally diverse classrooms.

The English Education Conceptual Framework has adopted the eight outcomes of “Learning to Teach, Teaching to Learn” while adapting them uniquely to the needs of our future teachers of English.

All these outcomes are assessed formatively (each with a list of descriptors and sub-scores) and summatively during the field experiences as university and clinical supervisors help candidates develop the skills, knowledge and dispositions: see Section VI, Assessment 4 for samples of the assessments rubrics based on the ASU Conceptual Framework.

In addition, coursework helps candidates achieve the outcomes. Following each of the eight outcomes of the Conceptual Framework (below) is a brief description of how English Education candidates internalize these qualities.

1. Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner. Featured in Methods and Materials (EDEN 4553) as “professionalism points” based on (1) professional membership and involvement, and (2) demeanor. All English Education candidates become members of

ACTELA, the state's NCTE affiliate; most attend the state teacher conference.

2. Communication Skills: The teacher candidate demonstrates effective communication skills.

Featured in all English courses and in all field experiences.

3. Curriculum: The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.

Featured in field experiences and in the lesson plans and unit plans of Methods and Materials, Literature for Adolescents, and Theory in the Teaching of Composition.

4. Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Featured in all English courses, and especially in Methods and Materials, Literature for Adolescents, Theory in the Teaching of Composition, and Comparative Modern Grammars.

5. Teaching Models: The teacher candidate implements a variety of teaching models.

Featured in English courses with "microteaching": Methods and Materials, Literature for Adolescents, Theory in the Teaching of Composition, and Comparative Modern Grammars.

6. Classroom Management: The teacher candidate utilizes appropriate classroom management strategies. Featured in field experiences and in microteaching role-playing (e.g., classmates pretend to be off-task or unruly).

7. Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

Featured in field experiences and in the lesson plans and unit plans of Methods and Materials, Literature for Adolescents, and Theory in the Teaching of Composition.

8. Reflective Teaching: The teacher candidate reflects on teaching and learning.

Featured in field experiences (via intern's "Reflective Journal), in Methods and Materials (Reflective Journal), in Literature for Adolescents (Reader's Log) and in Theory in the Teaching of Composition (Writer's Journal). Also featured as a follow-up activity with microteaching.

(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 varied assessments listed are consistent with those used in all of ASU's secondary education programs, with the partial exception of the Comprehensive Portfolio: although all programs assess a portfolio, the contents of each discipline's portfolio and the rubric used to evaluate it are unique to that program.

Praxis I: Reading, Writing, and Math exams required for all candidates before admission to program.

Praxis II: This is the only standardized exam taken by all candidates for initial licensure in Arkansas. The battery of tests, titled English Language, Literature, and Composition, consists of Content Knowledge, Essays, and Pedagogy test.

Intern Formative Assessments: During the internship, the university and clinical supervisors assess the intern at least four times formatively, using an instrument based on the ASU Conceptual Framework.

Intern Summative Assessments: During the internship, the university and clinical supervisors assess summatively near the last day, using an instrument based on the ASU Conceptual Framework.

The Comprehensive Portfolio: This collection contains artifacts from coursework and clinical

experiences. Most artifacts have been evaluated previously, but in the Comprehensive Portfolio the products are revised, organized, and introduced with a rationale and explanation of each part. The artifacts are assembled into the portfolio in EDEN 4553 Methods and Materials. The parts of the Comprehensive Portfolio are listed below:

- **Philosophy Statement:** This two-page statement, produced in Introduction to Secondary Education (SCED 2514), helps the candidate begin to formulate a personal philosophy based on the theories and research covered in the course. It is reviewed also as part of the first checkpoint in the "Admission into Teacher Education Programs."
- **Lesson Plan Portfolio:** As candidates study works in Literature for Adolescents (ENG 3583), they are required to create one lesson plan for each novel, poem, and drama.
- **Three-Week Unit:** This Methods and Materials (EDEN 4553) assignment consists of 15 sequenced, daily plans that are unified by a theme, genre, or some other literary concept. (See Section IV, Assessment 3.)
- **Writer's Portfolio:** During the course Theory in the Teaching of Composition (ENG 4043), each candidate creates a portfolio displaying his or her writings: The candidate is asked to introduce, display, and explain the written artifacts to show three different abilities: (1) process, or stages of writing a single piece from start to finish, (2) genres the candidate can produce, and (3) best product. (See Section IV, Assessment 6.)
- **Reflective Journal:** Interns are given a list of reflective questions to aid them in keeping a journal. This journal does not receive a separate grade but rather becomes part of the Comprehensive Portfolio that is assessed at the exit from the Internship.

Teacher Research Project: Candidates in Methods and Materials first learn teacher-research techniques by collaboratively conducting a project in class. Each candidate then develops a project to be carried out during the internship. Finally, during the internship, the intern conducts the research and presents the results to the university supervisor. (See Section IV, Assessment 5.)

Praxis III: In Arkansas, passing the Praxis II exam permits only an Initial Teaching License. To convert to a Standard Teaching License, teachers have up to three years to pass Praxis III. Designed to assess the skills of novice teachers in their own classroom settings, Praxis III uses structured interviews before and after a classroom observation. It also requires written descriptions of the novice teacher's class and direct observation of the teacher's classroom practices by a trained state certified assessor. At ASU, we use the Praxis III data to reveal how well the candidates were prepared for the real world.

(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.)

English BSE Program of Study

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: Secondary EnglishLicensure; English BSE		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2005-06	12	12
2006-07	12	12
2007-08	10	10

(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	Robert Lamm
Highest Degree, Field, & University ⁽⁵⁾	PhD in English and Education University of Oklahoma
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty; Director of English Education; BSE advisor; BSE Committee chair. Teaches required BSE courses: Methods and Materials (EDEN 4553), Literature for Adolescents (ENG 3583), and Theory in the Teaching of Composition (ENG 4043).
Faculty Rank ⁽⁷⁾	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⁾	Co-author of Dynamic Argument; published 2007 by Houghton-Mifflin, now Cengage. Second edition in progress. State Coordinator for the NCTE Achievement Award in Writing and Board member (and former president) of the NCTE state affiliate. ASU's "Outstanding Faculty Advisor Award" in 2006.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Since 1991, supervised ASU's secondary-level English interns in partnership schools in Northeast Arkansas and the Missouri bootheel region. He regularly makes presentations in the schools and conducts grant-funded faculty-development programs. As a licensed instructor, taught English, Spanish, and Chemistry to grades 7-12 in Oklahoma public schools, from August 1978 to May 1989.

Faculty Member Name	Jerry Ball
Highest Degree, Field, & University ⁽⁵⁾	PhD in English Language History, Medieval and Arthurian Literature. University of Tennessee at Knoxville
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty; English Department Chair (interim); BSE advisor. Teaches required BSE courses: The English Language (ENG 4053), Intro to Linguistics (ENG 4083), and Comparative Modern Grammars (ENG 4063); occasionally ENG 2103 & 2113.

Faculty Rank ⁽⁷⁾	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⁾	Advises approximately 40 BSE candidates. Member of English BSE Committee; chairs many other committees: General Education, Curriculum, Library. University Honor: Faculty Teaching Award.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Bryan Moore
Highest Degree, Field, & University ⁽⁵⁾	PhD in English, with concentration in early American lit and nature lit. TCU
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty; Director of Composition. Teaches required BSE courses: Advanced Composition (ENG 3003), Introduction to Poetry and Drama (ENG 2103) and Introduction to Fiction (ENG 2113).
Faculty Rank ⁽⁷⁾	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⁾	Three entries in Modern American Environmentalists: A Biographical Encyclopedia (2009). Author of book Ecology and Literature: Ecocentric Personification from Antiquity to the Twenty-first Century (2008). Author of chapter "Henry David Thoreau" in Early American Nature Writers (2008).
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	R. L. Schichler
Highest Degree, Field, & University ⁽⁵⁾	PhD in Medieval and Renaissance literature. Binghamton University, NY
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty. Teaches required BSE courses: Shakespeare (ENG 3233), British Drama to 1800 (ENG 3243).
Faculty Rank ⁽⁷⁾	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⁾	Chair of High School Writing Competition (university publication). Member of International Society of Anglo-Saxonists and Medieval Academy of America. Book chapter: "Ending on a Giant Theme" in Intertexts: Studies in Anglo-Saxon Culture (2008).
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Before becoming a university professor, worked as a teacher for the Talmudical Institute of Upstate New York and as a substitute for the Rochester School District. No recent experiences, except for annually administering, judging and editing/publishing ASU's High School Writing Competition.

Faculty Member Name	Michael Spikes
Highest Degree, Field, &	PhD in English literature, with concentration in literary theory. University of

University ⁽⁵⁾	Indiana/Bloomington.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty; BA advisor; BSE Committee member. Teaches required BSE courses: Introduction to Poetry and Drama (ENG 2103) and Introduction to Fiction (ENG 2113).
Faculty Rank ⁽⁷⁾	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⁾	Advisor for English BA program with approximately 30 advisees. Author of book: Understanding Contemporary American Literary Criticism. Revised edition, 2007. Organizer/committee member for the annual Delta Blues Symposium, an international conference hosted by ASU.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Sam Gennuso
Highest Degree, Field, & University ⁽⁵⁾	MA in English Louisiana State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	English BSE Committee member. Teaches required BSE general education courses: Introduction to World Literature I (ENG 2003) and Introduction to World Literature II (ENG 2013).
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⁾	Member of Committees: Freshman, Composition, Athletic General Education Advisor Named Outstanding Faculty Athletic Representative by the All-American Coach's Association
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

(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 (revised)		ASU
Assessment #2: Content knowledge in English (required)	Course Grades (revised)		ASU
Assessment #3: Candidate ability to plan instruction (required)	Three-Week Unit (revised)		ASU
Assessment #4: Student teaching or internship (required)	Student Teaching Summative (revised)		ASU
Assessment #5: Candidate effect on student learning (required)	Teacher Research (revised)		ASU
Assessment #6: Additional assessment that addresses NCTE standards (required)	Portfolio (revised)		ASU
Assessment #7: Additional assessment that addresses NCTE standards (optional)	Assessment of Program Preparation by English Candidates		ASU
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

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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

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

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

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

(below). This document should be attached as directed.

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

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

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

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

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

NCATE ASSESSMENT 1 Rejoinder September 15.doc	NCATE ASSESSMENT 2 rejoinder September 15.doc
NCATE Assessment 3 Rejoinder Septembert 15.doc	NCATE ASSESSMENT 4 rejoinder September 15.doc
NCATE Assessment 5 rejoinder September 15.doc	NCATE ASSESSMENT 6 rejoinder September 15.doc
NCATE Assessment 7 rejoinder September 15.doc	

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

⁽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

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

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

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

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 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.)

Below is our rejoinder, completed in good faith and with our best efforts to date.

Changes made and location in the rejoinder:

CHANGE LOCATION

- Expanded list of "Faculty Information." Section I.9.
- Praxis II due date (brief info) Rejoinder; Section I.7; Section IV.1
- Disaggregated data for Course Grades Section IV.2
- New Rubric for Three-Week Unit Section IV.3
- Disaggregated data Section IV.4
- TR revised rubric and alignments Section IV.5
- Portfolio revised rubric and alignments Section IV.6
- Intern exit survey Section IV.7

PART B - STATUS OF MEETING SPA STANDARDS: Not Met

Comment: All of the performance assessments except for course grades have a generic focus that the program has not revised to reflect the specifics of English language arts teaching. The rubrics are general, and the levels of performance are not adequately defined across Assessments 3-6.

Rejoinder: We have disaggregated the data for Content Knowledge: Course Grades (Section IV.2) and Student Learning: Student Teaching Summative (Section IV.4). In addition, we have created new standard-aligned rubrics for Assessment 3 (Planning Instruction: Three-Week Unit), Assessment 5 (Teacher Research), and Assessment 6 (Comprehensive Portfolio).

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures: Not Met

Comment: Course grades alone do not provide sufficient evidence for this standard. Other assessments cited are too generic in scope to provide evidence concerning the use of English language arts.

Rejoinder: In the revised Assessment 4 (Student Teaching Summative) we have disaggregated the data to show the descriptors specific to Standard 2.2. Below are excerpts from revised Section IV.4:

The summative consists of eight major standards that guide ASU's Teacher Education Programs: Communication Skills, Professionalism, Curriculum, Teaching Models, Classroom Management, Assessment, Reflective Teaching, and Subject Matter. These eight standards comprise 66 descriptors (applied using the Formative Evaluation form used to assess interns regularly during the internship). As part of revision of this report, the descriptors have been added to Part 2 of this section to make linkages to NCATE standards more precise. [Below is information taken from the matrix in Section IV.4:

- ASU Curriculum Standard III.b. "Candidate addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning. Candidate demonstrates familiarity and appreciation of the cultures of the students and helps them to appreciate other cultures." This aligns with 2.2, 2.5, 2.6, and 4.5.
- III.c. "Candidate addresses students' growth and development while planning and implementing instruction. Candidate demonstrates familiarity and appreciation of the cultures of the students and helps them to appreciate other cultures." This aligns with 2.2, 2.5, and 2.6."
- III.d. "Candidate develops clear learning goals appropriate to all students. Candidate demonstrates familiarity and appreciation of the diversity of the students." This aligns with 2.2, 2.5, 2.6, and 4.5.
- III.g. "Candidate adapts instruction to promote students' learning based upon their strengths and life experiences. Candidate demonstrates familiarity and appreciation of the diversity of the students." This aligns with 2.2, 2.5, and 2.6

Also, in the revised Section IV.6 (Comprehensive Portfolio), a newly-developed standards-based rubric aligns with Standards 2.2, 2.5, and 2.6: "Target: Candidate substantially shows how to teach students to recognize the influence of media on culture and on people's actions and communication."

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education: Not Met
Comment: Assessments cited are too generic in scope to provide evidence concerning the use of English language arts.

Rejoinder: Our rejoinder addresses Standard 2.5 in the same way as 2.2, above.

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning: Not Met
Comment: Assessments cited are too generic in scope to provide evidence concerning the specifics of this standard, and Assessment 3, because it is not taught, cannot provide evidence of "engagement" with students.

Rejoinder: Our rejoinder addresses Standard 2.6 in the same way as 2.2, above.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy: Not Met
Comment: No evidence in assessments cited of focuses on oral and visual literacy.

Rejoinder: Revised Section IV.2 (Course Grades) has added information about the content of key courses that address this standard: 3583 Literature for Adolescents, ENG 4043 Theory in the Teaching of Composition, and EDEN 4553 Methods and Materials require that candidates develop and present microteaching lessons and in-class presentation that are oral and visual in nature.

Also, in the revised Section IV.6 (Comprehensive Portfolio), a newly-developed standards-based rubric aligns with the following 3.2 standards:

- 3.2.1: "Target: Candidate substantially demonstrates understanding of the interdependency of

language, visual images, thinking and composition.”

- 3.2.2: “Target: Candidate substantially shows ways to teach writing, speaking, and observing as major forms of inquiry.”
- 3.2.3: “Target: Candidate substantially shows ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.”
- 3.2.4: “Target: Candidate substantially shows ways to teach students how to use writing, visually images, and speaking for a variety of purposes and audiences.”
- 3.2.5: “Target: Candidate substantially shows ways to teach students how to apply knowledge of language structure and conventions toward creating and critiquing non-print texts.”

In addition, the revised Section IV.2 (Course Grades) more-fully describes the content of required courses that teach these skills and that lead candidates to produce portfolio artifacts linked to the 3.2 standards. Specifically, ENG 3583 (Literature for Adolescents), ENG 4043 (Theory in the Teaching of Composition) and EDEN 4553 (Methods and Materials) include pedagogical applications of theory and research. As state in each of their course descriptions in revised Section IV.2, “Candidates create lesson plans based on theory and research (integrated language arts, multimedia) and microteach them in class using technology such as a digital projector and SmartBoard, aligning with Standard 3.2 and 3.6.”

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature: Not Met

Comment: Minimally meets indicator 3.5.1 but with no evidence of non-Western literature in the program of study. The program does not present sufficient evidence within Assessment 2 for the other elements of this standard, especially 3.5.2 and 3.5.4. Although Assessments 4 and 6 were also cited for this standard, no evidence specific to these elements was found. Assessment 1, PRAXIS II - English 0041, is not aligned with the range and depth of the NCTE Program Standards for content.

Rejoinder: We have remedied this alignment issue with a new General Education requirement, adopted in 2009 as English BSE policy and stated in the new BSE Check Sheet (see Program of Study) and the ASU Undergraduate Bulletin:

• **GENERAL EDUCATION REQUIREMENTS:** Required that ENG 2003 and/or ENG 2103 be taken in completion of Humanities (General Education) requirements.

Section IV.2 (revised) of this report describes the World Literature courses fully and gives a rationale for their alignment with NCTE Standards 3.5.1, 3.5.2, and 3.5.3. Below are course descriptions from Section IV.2.:

• **ENG 2003: Intro to World Literature I:** Introduction to the analysis and interpretation of literary works from several historical periods ranging from early civilizations through the Renaissance. Like most of the literature courses, this course is aligned with NCTE’s 3.5 standard. It is not only non-Western, but also a survey that spans cultures, genres, color, and gender. Evaluation: Short-answer and essay exams over materials covered in class (70%) and reading quizzes (30%).

• **ENG 2103, Intro to World Literature II:** Introduction to the analysis and interpretation of literary works from several historical periods ranging from the Renaissance to the present. Like most of the literature courses, this course is aligned with NCTE’s 3.5 standards. Evaluation: Short answer and essay exams over materials covered in class and reading quizzes over works covered in class (70%) and reading quizzes (30%).

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture: Not Met

Comment: Insufficient evidence for range and influence of print and nonprint media in coursework. Other assessments cited do not focus on the specifics of this standard in their rubrics.

Rejoinder: The revised rubric for IV.6, Comprehensive Portfolio, contains descriptors aligned with

Standard 3.6:

- 3.6.1 Target: Candidate substantially shows how to teach students to recognize the influence of media on culture and on people's actions and communication
- Target: 3.6.2 Candidate substantially shows how to teach students to construct meaning from media and non-print texts
- Target: 3.6.3 Candidate substantially how to teach students to understand the role of technology in communication

In addition, the course descriptions displayed in revised Section IV.2 (Course Grades) identifies courses with assignments, activities, and projects aligned with Standard 3.6: ENG 3583 Literature for Adolescents, ENG 4043 Theory in the Teaching of Composition, and EDEN 4553 Methods and Materials all explore the uses of media for communication and as a tool to aid instruction: candidates integrate posters, PowerPoint, audio, art, and realia into their lesson plans, units, and microteaching.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students: Not Met

Comment: No evidence specific to this standard found in assessments cited.

Rejoinder: See the revised rubric in Section IV.6 (Comprehensive Portfolio) for descriptor and alignment with this standard. "Target: Candidate uses interdisciplinary methods and materials."

Standard 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: Not Met

Comment: Must be met in a classroom situation (Assessments 2, 3, and 6 are not applicable). Other assessments cited do not provide evidence specific to the standard.

Rejoinder: See the revised rubric in Section IV.6 (Comprehensive Portfolio) for descriptor and alignment with this standard: "Target: Candidate substantially uses oral, written, and visual forms to spark oral and written interpretation." See also Section IV.4 (Student Teaching Summative) for descriptor in the disaggregated rubric: "VII.e: Candidate accesses knowledge from a variety of sources and assess the validity of information obtained."

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies: Not Met

Comment: Must be met in a classroom situation (Assessments 2, 3, and 6 are not applicable). Other assessments cited do not provide evidence specific to the standard.

Rejoinder: See the revised rubric in Section IV.6 (Comprehensive Portfolio) for descriptor and alignment with this standard: "Target: Candidate substantially incorporates technology and print/nonprint media into instruction for analysis and application." See also Section IV.4 (Student Teaching Summative) for descriptor in the disaggregated rubric: "VII.e: Candidate accesses knowledge from a variety of sources and assess the validity of information obtained."

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication: Not Met

Comment: Must be met in a classroom situation (Assessments 2, 3, and 6 are not applicable). Other assessments cited do not provide evidence specific to the standard.

Rejoinder: The revised Section IV.4 Student Teaching Summative presents disaggregated data as evidence. See especially the rejoinder statement for Standard 3.6 (above) for a full explanation of the alignment with classroom performance. See also the revised rubric in Section IV.6 (Comprehensive Portfolio) for descriptor and alignment with this standard: "Target: Candidate substantially integrates

into the ELA curriculum opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.” See also Section IV.4 (Student Teaching Summative) for descriptor in the disaggregated rubric: “VII.e: Candidate accesses knowledge from a variety of sources and assess the validity of information obtained.”

Standard 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: Not Met

Comment: Must be met in a classroom situation (Assessments 2, 3, and 6 are not applicable). Other assessments cited do not provide evidence specific to the standard

Rejoinder: See the revised rubric in Section IV.6 (Comprehensive Portfolio) for descriptor and alignment with this standard: “Target: Candidate substantially demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teaches a wide variety of such strategies to all students.” See also Section IV.4 (Student Teaching Summative) for descriptor in the disaggregated rubric: “VII.e: Candidate accesses knowledge from a variety of sources and assess the validity of information obtained.”

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates’ knowledge of content

Comment: Assessment 1 - PRAXIS II English Examinations (0041, 0042, 0043). Program provides evidence that their candidates exceed the 80% pass rate NCATE requires. It is unclear when these tests are required--at exit? prior to student teaching? The program should clarify that. From the information submitted, one assumes that it is an exit from the program requirement, but nothing to that effect is stated.

Rejoinder: Candidates are required to take the battery of Assessment 1 - PRAXIS II English Examinations (0041, 0042, 0043) prior to graduation. Typically, the candidates take the exams during their internship. However, we (the English Education program Professional Education Programs) have not mandated a specific time to take these exams. We have considered requiring the exams prior to internship, but decided instead on flexibility: candidates score better on Pedagogy once they immersed in the school routine.

Assessment 2 - Course Grades.

Comment: Does not follow the required protocol for the course matrix [see Use of Grades on the NCTE/NCATE Connection web page of the NCTE web site (www.ncte.org/cee/ncate)], and the required grade range is not present in the data tables. Rather, the program has provided an aggregate for the three academic years. Standards that require "engagement" with students in a classroom (2.6, 4.5-4.9) cannot be met by coursework (EDEN - Methods). Data are not disaggregated by standard as required.

Rejoinder: We have corrected all these shortcomings in revised Section IV.2.

Assessment 6 - Portfolio.

Comment: This assessment consists of different sections, including Assessment 3 materials. No specific rubric addressing levels of performance related to cited standards was submitted for any of the sections. It is difficult to ascertain that the depth required of non-engagement standards is met. Does not provide evidence for any of the engagement standards (2.6, 4.5-4.9) since these require classroom performance. Data are not disaggregated by standard as required.

Rejoinder: Section IV.2 has been revised as follows:

- Engagement standards 2.6 and 4.5-4.9 standards have been deleted from the alignment matrix. They were originally applied to content courses that feature lesson-planning and in-class microteaching: ENG

3583 (Literature for Adolescents), ENG 5053 (Theory in the Teaching of Composition), and EDEN 4553 (Methods and Materials).

- The required grade range and data tables have been added. We initially thought we had followed the Format Samples provided in “Guidelines for Using and Documenting Course Grades as a Program Assessment.”

C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment 3 Planning Instruction (three-week unit).

Comment: The rubrics as submitted are too general to determine if the cited standards that require English language arts planning are met. This assessment, not taught, cannot be used to meet engagement Standard 2.6. Standard Category 1.0, while cited, is met through the context narrative and the full range of performance assessments, not in any one assessment. Data are not disaggregated by standard as required.

Rejoinder: The rubric for Assessment 3 Planning Instruction (Three-Week Unit) has been redesigned to better align with NCTE Standards: it has been added to the revised Section IV.3. The Three-Week Unit is an assignment specific to one course, EDEN 4553, Methods and Materials, which is offered only in the fall. The Methods students currently working are on the Three-Week Unit. The due date for the Unit at present is November 30, but it can be earlier if data for the assessed units are needed for a follow-up report toward accreditation.

Assessment 4 - Student Teaching - Summative.

Comment: This assessment is too generic in scope to provide adequate evidence for the cited standards. This could be remedied with an addendum or a more focused overlay for the standards specific to English language arts teaching. Data are not disaggregated by standard as required.

Rejoinder: The Student Teaching Summative consists of eight major standards that guide ASU’s Teacher Education Programs: Communication Skills, Professionalism, Curriculum, Teaching Models, Classroom Management, Assessment, Reflective Teaching, and Subject Matter. These eight standards can be disaggregated into 66 descriptors (all of which were applied while observing the interns). As part of revision of this Assessment, disaggregated descriptors have been added to Section IV.4 (Student Teaching Summative) to make linkages to NCATE standards more precise.

C.3. Candidate effects on P-12 student learning

Comment: Assessment 5 - Teacher Research Project. This assessment provides only a broad alignment, not specific enough for evidence related to English language arts teaching. The levels of performance are not adequately defined. No scoring rubric was submitted. Data are not disaggregated by standard as required.

Rejoinder: The revised Assessment 5 contains a new rubric; data will come later this Fall 2009 semester.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Comment: Except for Assessment 1, the program seems to have a mostly narrative evaluation system with anecdotal evidence from interviews with candidates and faculty. Standards require that the program work with the unit to develop a more targeted, data-rich system for evaluating the program in all areas.

Rejoinder: In addition to the Praxis II report, we have already begun using quantitative data from other sources. Newly-compiled data are in this revised report as Assessment IV.7. As we prepared this, we

could see the value of grade distributions and have used that information several ways: Upon seeing the Course Grade data, the ENG 3583 (Literature for Adolescents) instructor added a short unit on "Teaching Shakespeare" to supplement the knowledge of the candidates and to share techniques of to teach Shakespearean materials. Similarly, upon seeing the exit survey data in Section IV.7, the new Portfolio rubric was revised to enhance pedagogical understanding of Shakespeare.

PART E - AREAS FOR CONSIDERATION

Comment: See Part C for specifics regarding Assessments 2-6 and the NCTE/NCATE requirements for rubrics and presentation of data. As submitted, most of the program's assessments are too general to provide adequate evidence for those standards specifically focused on English language arts teaching. Also the program did not submit the proper faculty information. All faculty who supervise and/or teach key courses in English and in education should be listed.

Rejoinder: As shown in earlier parts of this rejoinder and revised report, the rubrics have been revised and the data disaggregated. In addition, Section I.9 (Faculty Information) has been expanded to include faculty who teach the key courses in English and education.

PART F - ADDITIONAL COMMENTS

Comment: It is highly recommended that the program consult with the NCTE/NCATE program coordinator before beginning any revisions. Also, it is recommended that the program use the documents provided on the NCTE/NCATE Connection web page (www.ncte.org/cee/ncate/program)

Rejoinder: Dr. Rob Lamm, the preparer of the SPA report and rejoinder, telephoned and conversed with Dr. Leni Cook, NCTE/NCATE Program Review Coordinator, in April 2009. He is using the documents provided on the NCTE/NCATE Connection web page.

PART G – DECISIONS

Comment: The program does not currently satisfy SPA requirements for national recognition. See below for details.

Rejoinder: We have responded to the SPA comments in good faith. Not only have we revised the report to added more and clearer information, but we have also made a number of changes in our program to benefit our candidates and to better monitor and document our program's effects on the candidates' preparation.

PROGRAM DOES NOT MEET SPA REQUIREMENTS FOR NATIONALLY RECOGNIZED Terms and Subsequent Actions

National Recognition with Probation: The program does not satisfy SPA requirements for national recognition. The program has up to two opportunities to submit revised reports addressing unmet standards and other concerns noted in the recognition report. The range of possible deadlines for these reports are April 15, 2009 (with a response due back from the SPA by 9/1/09); September 15, 2009 (with a response due back from the SPA by 2/1/10); and February 1, 2010 (with a response due back by 7/15/10). Note that the opportunity to submit two revised reports is only possible if the first revised report is submitted by the April 15, 2009 deadline. However, the program should NOT submit a Revised Report until it is confident that it has addressed all of the unmet standards and any other critical concerns cited in this recognition report. If no reports are submitted by 2/1/10, program status will revert to not recognized. After 2/1/10, NCATE will not accept a revised report. However, the institution may submit a new program report (rather than a revised report) addressing all standards, at either Feb. 1 or Sept. 15 of a calendar year

Please click "Next"

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