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

2. State

Arkansas

3. Date submitted

MM	DD	YYYY
09	15	2008

4. Report Preparer's Information:

Name of Preparer:

Robert Lamm

Phone: Ext.

(870) 992 - 2176

E-mail:

rlamm@astate.edu

5. NCATE Coordinator's Information:

Name:

Don Maness

Phone: Ext.

(870) 972 - 3057

E-mail:

dmaness@astate.edu

6. Name of institution's program

Arkansas State university

7. NCATE Category

English Language Arts Education

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

7-12

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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

English secondary, initial

14. Program report status:

🔘 Initial Review

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

🔘 Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

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

🔘 Yes

🔘 No

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

Arkansas State University's main campus in Jonesboro sits in the northeast corner of the state, straddling Crowley's Ridge (a hilly remnant of 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's, bachelor's, master's, 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 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 the Teacher Education Programs. 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 a conscientious effort is made to 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 polices: The undergraduate English Education at Arkansas State University is managed through a partnership between two colleges:

1. The College of Humanities and Social Sciences, which houses the Department of English and Philosophy. All advising of English candidates and all supervision of the English internship are provided through that department. 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.

2. 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, of course English.

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)

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

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 are planned to 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.

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:

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

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)

3. Admission, Retention, Exit

Candidates pass through a series of checkpoints as they progress through their English Education Program that include (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 Teacher Education program involves a screening interview conducted by three members of the English BSE Committee. The candidate at that time must show 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. By checking these qualifications regularly, the University can help the candidate stay on schedule or to remedy deficiencies.

Meeting with Advisor Each Semester: Every semester, a candidate meets one-on-one with an English Education advisor: without such a meeting, the candidate is blocked from enrolling by an on-line "advisory hold." During such an advisory meeting, the candidate and advisor check the candidate's academic transcript and plan for future semesters by filling out a check sheet of courses completed and yet to be taken.

Meetings with Director of Teacher Education Programs: The 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.

Validation by Advisor: In the brief interim between the candidate's last semester of regular coursework and the beginning of the internship semester, 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 teaching internship. The teaching internship requires the candidate to function in the total teaching role by maintaining and performing all functions and activities normally performed by the clinical supervisor. The intern assumes these activities full-time for no less than 4 weeks for a 16-week placement: the early weeks typically involve teaching parts of class periods or a limited number of classes full-time. During the teaching internship the candidate is also required to keep an electronic portfolio, make entries to a reflective journal, and perform a "teacher research project"—all of which are assessed by the university supervisor as part of the candidate's portfolio. Each intern is assessed formatively at least four times by the university supervisor and by the clinical supervisor. The internship culminates with a summative

evaluation which is completed collaboratively by the university and clinical supervisors: samples of the formative and summative rubrics, along with data from the last three years, are presented in Section IV of this report as Assessment #4.

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

4. Description of the relationship of the program to the unit's conceptual framework.

"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.
Reflection is featured in the Internship (Teacher Research), 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 in all of the above courses.

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(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)

5. Program Assessments

English Education candidates are assessed in varied ways. Most of these assessments are presented also in Section IV.
The English Education assessments listed below 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 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: 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.
• Reflective Journal: Methods and Materials students 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 end of Methods and Materials.

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.

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. At ASU, we use the Praxis III data to reveal how well the candidates were prepared for the real world.

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(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.

Section V Report.doc

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.)

Program of Study at ASU.doc

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 English Education at Arkansas State University		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]

2005-2006	12	12
2006-2007	12	12
2007-2008	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	Dr. Robert Lawrence Lamm
Highest Degree, Field, & University[(5)]	PhD in English Education (through an interdisciplinary program) from the University of Oklahoma, May 1994.
Assignment: Indicate the role of the faculty member[(6)]	Director of English Education, supervisor of English interns, and instructor of EDEN 4553 (Methods and Materials)
Faculty Rank[(7)]	Full Professor
Tenure Track	ⓑ YES
Scholarship[(8)], Leadership in Professional Associations, and Service[(9)]:List up to 3 major contributions in the past 3 years[(10)]	(1) Scholarship: co-author of Dynamic Argument, published 2007 by Houghton-Mifflin, (2) Leadership: State Coordinator for the NCTE Achievement Award in Writing and Board Member (and former president) of the NCTE state affiliate, and (3) Service: ASU's "Outstanding Faculty Advisor Award" in 2006.
Teaching or other professional experience in P-12 schools[(11)]	Dr. Lamm taught English to grades 7-12 in Oklahoma public schools, from August 1978 to May 1989.

(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	Name of Assessment	Type or Form of Assessment	When the Assessment Is

Assessment	(12)	(13)	Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II	Praxis II English Language Literature and Composition: Content Knowledge, Essays & Pedagogy	By Educational Testing Services periodically through the year.
Assessment #2: Content knowledge in English(required)	Course Grades	Grades from content courses.	At the end of each semester
Assessment #3: Candidate ability to plan instruction (required)	Three-Week Unit	Three-Week Unit evaluated by instructor in Methods and Materials.	As part of coursework.
Assessment #4: Student teaching or internship (required)	Summative	Exit evaluation at theend of internship.	Summative at the conclusion of the internship.
Assessment #5: Candidate effect on student leaning (required)	Teacher Research Project	Evidence intern can gauge effect on student learning.	Preliminary work during the course EDEN 4553, Methods and Materials; completed during internship.
Assessment #6: Additional assessment that addresses NCTE standards (required)	Comprehensive Portfolio	Portfolio of artificats from many courses.	At the conclusion of EDEN 4553.
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.	e	e	b	b	e	e	e	e
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	e	b	b	b	e	e	e	e
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	e	e	b	b	e	b	e	e
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	e	e	b	b	e	e	e	e
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	e	e	b	b	e	e	e	e
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	e	e	b	b	e	e	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	b	e	e
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	b	b	e	b	e	b	e	e
3.3 Candidates demonstrate their knowledge of reading processes.	b	b	e	b	e	e	e	e
3.4 Candidates demonstrate knowledge of different composing processes.	b	b	e	b	e	b	e	e
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	b	b	e	b	e	b	e	e
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	b	b	e	b	e	b	e	e
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	b	b	b	b	b	b	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.	✓	✓	✓	✓	✓	✓	✓	✓
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 lanugage 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

ASSESSMENT 1.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

See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.
(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.
(17) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

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

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

ASSESSMENT 3.doc

See **Attachments** panel below.

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

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

ASSESSMENT 4.doc

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.doc

See **Attachments** panel below.

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

and follow-up studies. (Assessment Required)

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

ASSESSMENT 6.doc

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)

(A version of this report was attached, labeled "SECTION V")

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

Introduction: An "Action Plan" is prepared annually and submitted by the Director of English Education to be reviewed by the Assessment Committee, a part of ASU's Teacher Education Programs. The Action Plan requires that the program director reviews all available data and makes adjustments in the program to strengthen the candidates.

Below is a summary of the last three Action Plans, covering 2004-2007. This abbreviated information includes the following: Problem Statement, Supporting Data, Intervention Strategy, and NCATE Relevance (Content Knowledge, Professional and Pedagogical Knowledge, Skill, and Dispositions, and Student Learning). Below that summary report is one full-length Action Plan for one year (2006-2007) that includes goals, timeline, cost estimate, and names of responsible parties.

ACTION PLAN SUMMARY for 2004-2005

Problem Statement: Low "Pedagogy" Scores; personal interviews with interns

Supporting Data: Praxis II Pedagogy; English education survey of test takers

Intervention Strategy: Adapt course content Methods and Materials, Literature for Adolescents, and Theory in the Teaching of Composition) to better prepare the candidates for Praxis II Pedagogy

NCATE Relevance: Candidates lack the knowledge needed in the area of composition, Standard 3.1. This deficiency could after the candidates Pedagogical performance reflected in Standard 3.4. The Essays test involves interpretation of literature, indicating possible weakness in Standard 3.5 (understanding literature) and in Student Learning, reflected in Standard 3.3.

ACTION PLAN SUMMARY for 2005-2006

Problem Statement: Lack of preparation to deal with off-task students.

Supporting Data: Teacher Intern Exit Evaluation (interns give feedback about the English Education Program): Summative data indicated low scores in "Classroom Management." Personal interviews with interns.

Intervention Strategy: Adapt course content Methods and Materials, Literature for Adolescents, and Theory in the Teaching of Composition) to help students understand student learning and thus adapt methods and materials.

NCATE Relevance: Candidates lack knowledge of student learning and pedagogical responses to engage them, related to Standards 3.2.1-5 and 3.7.1-2.2

ACTION PLAN SUMMARY for 2006-2007

Problem Statement: Low "Essays" Scores

Supporting Data: Praxis II Essays Test;

Intervention Strategy: Adapt course content Methods and Materials, Literature for Adolescents, and Theory in the Teaching of Composition) to better prepare the candidates 006-2007for Praxis II Essays.

NCATE Relevance: Candidates lack the knowledge needed in the area of composition, Standard 3.1. This deficiency could after the candidates Pedagogical performance reflected in Standard 3.4. The Essays test involves interpretation of literature, indicating possible weakness in Standard 3.5 (understanding literature) and in Student Learning, reflected in Standard 3.3.

ACTION PLAN
Submitted: May 16, 2007
Year: 2006-2007
College: Humanities and Social Sciences

Department: English and Philosophy
Program: English BSE

Problem Statement: Of candidates taking the Praxis II "English Language, Literature, and Composition" battery of tests for English licensure, our pass rates are too low for Essays. "Essays" measures a student's ability to write four short essays that are (1) well composed structurally and (2) sound in theory and interpretation. The test in part resembles explication and requires that the students apply literary concepts to samples of literature.

Supporting Data:
Our BSE students must pass three Praxis II exams to be licensed to teach in Arkansas: Content Knowledge, Pedagogy, and Essays. For our accreditation through NCATE, 80% of our BSE students must pass these exams. Below is the data for the last two years.

year 2004-2005 2005-2006

Content Knowledge 90% (9/10) 100% (12/12)

Pedagogy: 100% (10/10) 92% (11/12)

Essays: 80% (8/10) 92% (11/12)

Goal/Objective: One-hundred percent of candidates will pass the Essays portion of the Praxis II exams.

Intervention Strategy: Adapt course content within English discipline to better prepare the candidates for Praxis II.

Action:

Action 1: Meet with Don Maness, Associate Dean, to discuss Praxis II scores and to plan for improvements.
Timeline: April 18, 2007
Person Responsible: Dr. Rob Lamm, Director of English Education
Resources/Cost: N/A

Action 2: Meet with Charles Carr, English department chair, and English Education Committee to discuss data and to plan for improvements.
Timeline: April 19, 2007
Person Responsible: Dr. Rob Lamm, Director of English Education
Resources/Cost: N/A

Action 3: English faculty meeting held to update department of the data, to inform instructors of the nature of Praxis II, and to explore ways of adapting instruction.
Timeline: August 30, 2007
Persons Responsible: Course instructors.
Resources/Cost: N/A

Action 4: Remind colleagues of departmental policy adopted that mandates explication of literature (analytical writing) in "Intro to Poetry and Drama" and "Intro to Literature" courses.
Timeline: Already in effect.
Person Responsible:

Resources/Cost: N/A

Action 5: Analyze and simulate Praxis II tests in Literature for Adolescents, Methods and Materials, Theory in the Teaching of Comp.
Timeline: Already in effect.
Persons Responsible: Respective Instructors; Dr. Lamm
Resources/Cost: Web copies of "Test at a Glance" and other web sources, estimated $1/student, paid by student puchasing copies from copying service.

Evaluation Means:
Future Title II Report Cards, Praxis Institutional Report, Candidate exit and Alumni surveys.

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.