

**Program Report for the
Preparation of English Language Arts Teachers
National Council of Teachers of English (NCTE)**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

C O V E R S H E E T

Institution Southeastern Louisiana University **State** LA

Date submitted September 17, 2007

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Program documented in this report:

Name of institution's program (s) English Education

Grade levels for which candidates are being prepared Grades 6-12

Degree or award level Bachelor of Arts

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared
English, Grades 6-12—Level 1 Professional Certificate

Program report status:

- Initial Review**
- Response to a Not Recognized Decision**
- Response to National Recognition With Conditions**

Response to a Deferred Decision

State licensure requirement for national recognition:

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

Yes **No**

ATTACHMENT A
Candidate Information

Program: BA English Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2006-2007	130	13
2005-2006	122	13
2004-2005	100	6

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.

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	[Licensure assessment, or other content-based assessment] Praxis, Content Knowledge Test (#0041) Praxis, Pedagogy Test (#0043)	State Licensure Test	Before student teaching semester
2	[Assessment of content knowledge in English] Candidate Knowledge Assessment	Performance Based Assessment	End of methods class, prior to student teaching
3	[Assessment of candidate ability to plan instruction] Methods Assessment Rubric	Performance Based Assessment	End of methods class, prior to student teaching
4	[Assessment of student teaching] Final Report on Student Teaching	Performance Based Assessment	End of student teaching semester
5	[Assessment of candidate effect on student learning] Portfolio Assessment Plan	Project Assessment	End of methods class, prior to student teaching
6	Additional assessment that addresses NCTE standards (required)] Thematic Unit Plan	Content Project Assessment	English 468, prior to student teaching
7	Additional assessment that addresses NCTE standards (optional)] Composition Unit Plan	Content Project Assessment	English 467, prior to student teaching
8	Additional assessment that addresses NCTE standards (optional)] Content Course Grades	Required Course Grades	Throughout program

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

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.

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
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.	Information is provided in Section I, Contextual Information.
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.	
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.4 Candidate use practices designed to assist students in developing habits of critical thinking and judgment.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
3.0 Knowledge of English Language Arts	
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.	
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	X #1 X #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 X #8
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	X #1 X #2 <input type="checkbox"/> #3 X #4 <input type="checkbox"/> #5 X #6 X #7 X #8
3.3 Candidates demonstrate their knowledge of reading processes.	X #1 X #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X #6 <input type="checkbox"/> #7 X #8
3.4 Candidates demonstrate knowledge of different composing processes.	X #1 X #2 <input type="checkbox"/> #3 X #4 <input type="checkbox"/> #5 X #6 X #7 X #8
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	X #1 X #2 <input type="checkbox"/> #3 X #4 <input type="checkbox"/> #5 X #6 <input type="checkbox"/> #7 X #8
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	X #1 X #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 X #8
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	X #1 X #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X #6 X #7 X #8
4.0 Pedagogy for English Language Arts	
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	X #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	X #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	X #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.6 Candidates engage students in critical analysis of different media and communications technologies.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
4.8 Candidates engage students in making meaning of texts through personal response.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 X #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 <input type="checkbox"/> #5 X #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X #3 X #4 X #5 <input type="checkbox"/> #6 X #7 <input type="checkbox"/> #8

**Assessment #2
Content Knowledge
Candidate Knowledge Assessment**

1. Brief Description

During the methods class, students are responsible for developing plans for two units of study. Candidates must demonstrate an ability to effectively plan classroom-based instruction and all activities and assessments for an area high school class. English Education methods students are observed and assessed by faculty from the College of Education as well as by English Education faculty members from the English Department. The rubric used by the College of Education in this assessment is derived from the Louisiana Components of Effective Teaching, the state document which measures the effectiveness of classroom teachers. English Department faculty members have designed a Candidate Knowledge Assessment which focuses more on English content knowledge and its application to teaching. Students receive valuable feedback from all faculty members and are able to use the suggestions to adjust their planning, management, and instructional skills prior to the student teaching semester.

Since English Department faculty are not allowed to give input during the student teaching semester, involvement in this methods assessment is important to our candidates.

2. Alignment with Standards

The following chart shows how this assessment aligns with NCTE standards 2.1-2.6 and 3.1-3.7. Although the unit planning aligns with other standards, this particular assessment instrument focuses on the key standards of candidate attitudes and candidate knowledge.

Unit Component	NCTE Standard	Description of Alignment
Candidate Attitudes Learning Environment Connections with Culture Critical Thinking Activities Integration of Arts and Humanities	2.1-2.6	Planning and teaching the unit requires a knowledge of <ul style="list-style-type: none"> • creating a successful learning environment (2.1) • student culture and culture of others (2.2) • reflective practice and collaboration (2.3) • critical thinking activities (2.4) • connection between curriculum and culture (2.5) • integrating arts and humanities (2.6)
Candidate Knowledge Reading/Composing Processes Range of Literature Print/nonprint media Research and Theory	3.1-3.7	<ul style="list-style-type: none"> • and skills in the use of the English language (3.1) • practices of oral, visual, and written literacy (3.2) • student reading (3.3) and composing (3.4) processes • wide range of literature (3.5) • range of print/ nonprint media and technology (3.6)

		• research theory in English language (3.7)
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3. Data Analysis

The data collected from the Candidate Knowledge Assessment indicates that our English Education candidates are quite competent in knowledge of content and incorporating that knowledge into instruction. This assessment also measures many other components of effective teaching including the candidate's professional attitudes. Data indicates that our candidates use effective skills in incorporating a variety of resources into instruction. 100% of our methods students met minimum requirements for every standard. Candidates scored lowest in their abilities to incorporate young adult literature and literary theory and criticism. Candidates also showed some weaknesses in grammar knowledge and use as well as application of that knowledge. High scoring areas included the incorporation of technology and writing process as well as the ability of candidates to incorporate a wide range of texts into their teaching.

4. Interpretation of Data

This assessment shows the content knowledge strengths that our candidates possess. Data supports the conclusion that our candidates are more than adequately prepared for the English language arts classroom. Some of our candidates have recently unfortunately not been placed in English classrooms and must develop lessons from a secondary teaching area. English Department faculty are not involved in the placement of methods students. These placement issues will likely have a bearing on future data collection. While our teacher candidates must select a secondary teaching area, they are not as well prepared for teaching this subject and may have some difficulties during student teaching.

Overall, this assessment shows great success among our candidates, and the data indicates high levels of achievement in almost every standard measurement. This assessment shows more than adequate abilities of our candidates' content knowledge and abilities toward incorporating that knowledge into instruction.

(a) Assessment tool or description of assignment

Candidate Knowledge Assessment

Scoring Rubric:

- 3—Target—high degree of competency; meets all expectations for standard
- 2—Met—average competency; meets all expectations for standard
- 1—Not Met—below average competency; does not meet minimal expectations for standard

The candidate . . .

- Adopts and strengthens professional attitudes needed by ELA teachers by demonstrating use of (2.0)
 - _____ Inclusive and supportive learning environment. (2.1)
 - _____ Works representing a variety of cultures including students' culture.(2.2)
 - _____ Results of reflective practice to adapt instruction and collaborate with academic community. (2.3)
 - _____ Implementation of instruction and assessment that develops critical thinking. (2.4)
 - _____ Meaningful and creative connections between ELA curriculum and developments in culture, society, and education. (2.5)
 - _____ Frequent learning experiences that integrate arts and humanities into daily learning. (2.6)
- Demonstrates knowledge/skills in the use of the English language by designing instruction that (3.1)
 - _____ Integrates knowledge of students' language acquisition into instruction (3.1.1)
 - _____ Engages students in reading, writing, speaking, listening, viewing, and thinking (3.1.2)
 - _____ Helps students understand the impact of cultural, economic, political, and social environment on language (3.1.3)
 - _____ Incorporates knowledge of different cultural groups and regions that shows respect for language diversity (3.1.4)
 - _____ Integrates knowledge of language and historical influences into student learning (3.1.5)
 - _____ Incorporates in-depth knowledge of English grammars into teaching (3.1.6)
 - _____ Incorporates an in-depth knowledge of semantics, syntax, morphology, and phonology (3.1.7)
- Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by (3.2)
 - _____ Creating opportunities for students to demonstrate influence of language and visual images on thinking and composing (3.2.1)
 - _____ Creating opportunities for students to demonstrate integration of writing, speaking, and observing in learning process (3.2.2)
 - _____ Demonstrating a variety of ways to teach students composing processes (3.2.3)
 - _____ Engaging students in activities that demonstrate their skills in writing, speaking, and creating visual images (3.2.4)
 - _____ Assisting students in creating and critiquing a wide range of print and nonprint texts (3.2.5)
- Demonstrates knowledge/skills in the use student reading processes by (3.3)
 - _____ Encouraging students to read and respond to a range of texts (3.3.1)
 - _____ Using a wide range of approaches to help students make meaning of texts (3.3.2)
 - _____ Integrating a variety of strategies to interpret, evaluate, and appreciate texts (3.3.3)
- Demonstrates knowledge/skills in the use of student composing processes that (3.4)
 - _____ Develop an ability in students to use a wide variety of composing strategies (3.4.1)
 - _____ Teach students to make appropriate selections from different forms of written discourse (3.4.2)

September 2007

- Demonstrates knowledge/skills in the use of a wide range of literature which includes (3.5)
 - _____ Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature (3.5.1)
 - _____ Works from a wide variety of genres, works by female authors and authors of color (3.5.2)
 - _____ Works specifically written for older children and younger adults (3.5.3)
 - _____ Works of literary theory and criticism (3.5.4)
- Demonstrates knowledge/skills in the use of a range of print/nonprint media and technology by (3.6)
 - _____ Showing understanding of media’s influence on culture and communication (3.6.1)
 - _____ Teaching students how to construct meaning from media and nonprint texts (3.6.2)
 - _____ Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use technology to enhance learning (3.6.3)
- Demonstrates knowledge/skills in the use of research theory in English language by (3.7)
 - _____ Reflecting on teaching performance in light of research and make adjustments in teaching (3.7.1)
 - _____ Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)

(b) Scoring Guide

Scoring Rubric:

- 3—Target—high degree of competency; meets all expectations for standard
- 2—Met—average competency; meets all expectations for standard
- 1—Not Met—below average competency; does not meet minimal expectations for standard

(c) Candidate Data

**Candidate Knowledge Assessment
Fall 2006--Candidate Data
9 Total Students**

NCTE Standard	Target #/%	Met #/%	Not Met #/%	% Meeting Standard
Through developing the annotated bibliography, the candidate . . .				
Adopts and strengthens professional attitudes needed by ELA teachers by demonstrating use of (2.0)				
Inclusive and supportive learning environment. (2.1)	7/78	2/22	0/0	100%
Works representing a variety of cultures including students’ culture.(2.2)	9/100	0/0	0/0	100%
Results of reflective practice to adapt instruction and collaborate with academic community. (2.3)	8/89	1/11	0/0	100%
Implementation of instruction and assessment that develops critical thinking. (2.4)	7/78	2/22	0/0	100%
Meaningful and creative connections between ELA curriculum and developments in culture, society, and education. (2.5)	8/89	1/11	0/0	100%
Frequent learning experiences that integrate arts and humanities into daily learning. (2.6)	9/100	0/0	0/0	100%
Demonstrate knowledge of and skills in the use of the English Language. (3.1) As a result, candidates				
Integrate knowledge of students’ language acquisition and	6/67	3/33	0/0	100%

February 2007

development into instruction. (3.1.1)				
Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking. (3.1.2)	9/100	0/0	0/0	100%
Uses both theory and practice that helps students understand the impact of cultural, economic, political, and social environment on language. (3.1.3)	7/78	2/22	0/0	100%
Incorporates knowledge of different cultural groups and regions that shows respect for language diversity. (3.1.4)	7/78	2/22	0/0	100%
Integrates knowledge of language and historical influences into student learning. (3.1.5)	6/67	3/33	0/0	100%
Incorporates in-depth knowledge of English grammars into teaching. (3.1.6)	5/56	4/44	0/0	100%
Incorporates an in-depth knowledge of semantics, syntax, morphology, and phonology (3.1.7)	5/56	4/44	0/0	100%
Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by (3.2)				
Creating opportunities for students to demonstrate influence of language and visual images on thinking and composing. (3.2.1)	8/89	1/11	0/0	100%
Creating opportunities for students to demonstrate integration of writing, speaking, and observing in learning process. (3.2.2)	9/100	0/0	0/0	100%
Demonstrating a variety of ways to teach students composing processes. (3.2.3)	8/89	1/11	0/0	100%
Engaging students in activities that demonstrate their skills in writing, speaking, and creating visual images. (3.2.4)	8/89	1/11	0/0	100%
Assisting students in creating and critiquing a wide range of print and nonprint texts. (3.2.5)	9/100	0/0	0/0	100%
Demonstrates knowledge/skills in the use of student reading processes by (3.3)				
Encouraging students to read and respond to a range of texts. (3.3.1)	9/100	0/0	0/0	100%
Using a wide range of approaches to help students make meaning of texts. (3.3.2)	8/89	1/11	0/0	100%
Integrating a variety of strategies to interpret, evaluate, and appreciate texts. (3.3.3)	8/89	1/11	0/0	100%
Demonstrates knowledge/skills in the use of student composing processes that (3.4)				
Develop an ability in students to use a wide variety of composing Strategies. (3.4.1)	7/78	2/22	0/0	100%
Teach students to make appropriate selections from different forms of written discourse. (3.4.2)	8/89	1/11	0/0	100%
Demonstrates knowledge/skills in the use of a wide range of literature which includes (3.5)				
Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature. (3.5.1)	6/67	3/33	0/0	100%
Works from a wide variety of genres, works by female authors, and authors of color. (3.5.2)	6/67	3/33	0/0	100%
Works specifically written for older children and younger adults. (3.5.3)	3/33	6/67	0/0	100%
Works of literary theory and criticism. (3.5.4)	3/33	6/67	0/0	100%
Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture by (3.6)				
Showing an understanding of media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching. (3.6.1)	6/67	3/33	0/0	100%

September 2007

Using a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts. (3.6.2)	7/78	2/22	0/0	100%
Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning. (3.6.3)	9/100	0/0	0/0	100%
Demonstrates knowledge/skills in the use of research theory in English language by (3.7)				
Reflecting on teaching performance in light of research and makes adjustments in teaching. (3.7.1)	5/56	4/44	0/0	100%
Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)	7/78	2/22	0/0	100%

**Assessment #6
Content Knowledge
Thematic Unit Plan**

1. Brief Description

The Thematic Unit Plan provides teacher candidates with the opportunity to demonstrate not only a broad knowledge of language and literature, but also an ability to plan and successfully implement instruction. The unit plan is developed as part of course requirements in English 468, The Teaching of Literature and is a semester long project. Candidates must show a depth of content knowledge in developing the unit and are required to demonstrate sample lesson activities for their classmates.

2. Alignment with Standards

Since the unit plan requires careful planning for instruction it addresses many NCTE standards including candidate attitudes and pedagogy, but this assessment primarily aligns with content knowledge standards (3.1 through 3.7). Candidates must have a thorough knowledge of content to successfully plan for instruction and to properly implement components of effective teaching. Following is a detailed description of the alignment with these standards.

Unit Components	NCTE Standards	Description of Alignment
Overview Knowledge of literacy	3.2	Overview demonstrates knowledge of oral, visual, and written literacy (3.2).
Class Profile/Management Plan Knowledge of Student Background Understanding of Culture	2.1, 4.2, 4.4	Class profile requires ability to design a supportive learning environment (2.1), allowing for group interactions (4.2) and respect of individual differences (4.4).
Annotated Bibliography List of Titles Depth of Knowledge Wide Range of Literature Connection to Theme	2.2, 3.5, 3.6, 4.1	Annotated list demands a broad knowledge of an extensive range of literature including works from a variety of genres, cultures (2.2), and historical time periods as well as a knowledge of young adult titles and works written by women and authors of color (3.5). The list also requires knowledge of influence of print and nonprint media and technology in contemporary culture (3.6) and an ability to select from a variety of instructional resources (4.1).
Rationale and Objectives	2.2, 2.5, 2.6	Rationale and objectives demonstrate ability to help students become familiar with their own and others' culture (2.2), to make meaningful connections between ELA and culture and society (2.5), and to demonstrate the role of arts and humanities in learning (2.6).
Planning Knowledge of Reading Processes Critical Thinking Activities Integration of Arts and Humanities	2.4, 3.1-3.7, 4.9	Planning the unit requires a knowledge of <ul style="list-style-type: none"> • activities which promote critical thinking (2.4) • and skills in the use of the English language (3.1) • practices of oral, visual, and written literacy (3.2)

Assessment Development		<ul style="list-style-type: none"> • student reading (3.3) and composing (3.4) processes • wide range of literature (3.5) • range of print/ nonprint media and technology (3.6) • research theory in English language (3.7) • reading strategies (4.9)
Use of Technology Varied Use of Media Response to Texts Connection to Other Disciplines	3.6, 4.3, 4.6	Unit development requires a knowledge of the range and influence of print and non-print media and technology in contemporary culture (3.6) and the ability to engage students in critical analysis of media and technology (4.6). Unit requires ability to connect English language arts with other disciplines (4.3).
Incorporation of Writing and Communication Skills Knowledge of Grammar/Language Knowledge of Composing Process	3.4, 4.5, 4.7, 4.8	Selection of activities requires a knowledge of different composing processes (3.4) Activities require ability to engage students in meaningful discussions (4.5) and learning experiences that emphasize varied uses of language and communication (4.7) and in making meaning of texts through personal response (4.8)
Research and Reflection Knowledge of Current Theory Reflection on Unit	2.3, 3.7	Reflection component requires ability to analyze and adapt instruction (2.3) and reflect on current theory and teaching (3.7).

3. Data Analysis

Results from the data analysis of the Thematic Unit Plan reveal high levels of competency among our majors. Of the fourteen students evaluated, all met standards for proficient performance on the unit plan. Average group scores ranged from 3.4 to 4.0 on a four point scale with teacher candidates scoring highest in the unit areas of creating a classroom environment, demonstrating respect for individual differences, and designing writing components which allow students to create personal responses. The annotated bibliography reveals an extensive knowledge of a wide range of literary texts with candidate scores ranging from 2.3 to 3.0, but candidates scored lower in their use and knowledge of young adult texts and works written by authors of color.

4. Interpretation of Data

Data results from the Thematic Unit Plan indicate that our teacher candidates are well prepared both in content knowledge and pedagogy. This intensive project requires knowledge of a broad range of literature and the ability to plan for its instruction. All candidates performed extremely well, indicating a high degree of competency in meeting these standards. While some candidates need more training in lesson plan development, all revealed an extensive knowledge of literature and the language arts. This unit demonstrates candidate strengths in their knowledge of multiple literacies and their ability to guide students toward understanding the connections between English language arts curriculum and developments in society and culture. The program and its candidates could benefit tremendously with the addition of a young adult literature class as candidates have limited knowledge of these texts. The unit also provides candidates with the valuable research tool of reflective practice as a means of analyzing their own teaching practices in order to adapt lessons for better student performance.

(a) Assessment tool or description of assignment

Thematic Unit Plan

The unit plan serves as the building block for all of our studies this semester. This gives each of you the opportunity to formulate your own plan of action for a carefully designed unit of study. The plan should cover a two to four week period and must focus on one particular theme.

Overview (3.2)

Include a general summary of the unit including its purpose, length, and theme. Explain how the unit incorporates all aspects of the language arts classroom including oral and written communication, literary analysis, and the study of language.

Class Profile/Management Plan (2.1, 4.2, 4.4)

Describe the intended audience for this unit. Explain the grade level and general information about the students and their cultural and socio-economic backgrounds. Describe the classroom environment and your management plan including plans for grouping.

Annotated Bibliography (2.2, 3.5, 3.6, 4.1)

Provide a list of literary works from a wide range of historical time periods, genres, and cultures including non-western literature. You must include print and nonprint media, adolescent literature, works by women, and works by authors of color. In the annotation, you must provide a short summary and explanation of the work's connection to the theme.

Rationale/Objectives (2.2, 2.5, 2.6)

State the overall objectives for the unit and connections to state/national content standards and benchmarks. Explain why this unit is important. Tell how it connects with past and future studies, other curriculum, society, as well as life itself. Describe the importance of this particular theme, the works of study, and the reason for the activities you have chosen. Explain how these texts can successfully engage students in connecting their responses to larger meaning and critical stances. Explain how this unit will help students become familiar with their own and others' culture and how it connects with developments in culture, society, and education.

Lesson Plans (2.4, 3.1-3.7, 4.9)

Include the daily plan of action for each lesson within the unit making certain to include a variety of teaching methods and resources and a wide range of literature and resources including nonprint media and technology. Note the activities that you will use to introduce the unit. Make certain also to develop activities which allow students to use multiple reading strategies, engage

in meaningful discussion, and employ methods of critical thinking and reflection. Consider methods of assessment to be used before, during, and after the unit. Consider your knowledge of reading strategies and theory and research in the teaching of English as you plan this unit.

Technology and Other Disciplines (3.6, 4.3, 4.6)

Explain how technology and other print and non-print media will be incorporated throughout the unit as well as how students will analyze these materials. Explain the connection with other disciplines.

Written/Communication Component (3.4, 4.5, 4.7, 4.8)

Describe the writing assignments that will be used throughout the unit. Include an explanation of the composing processes which will be required of students. Explain the variety of activities which will require students to demonstrate oral, visual, and written communication skills and responses to texts.

Reflection and Research (2.3, 3.7)

After the lesson presentation, write a reflection of your teaching and lesson success. Use current research to help plan for revision of the unit. Include three web sites and journal articles with annotations to show how you researched the unit.

(b) Scoring Guide

**Thematic Unit Plan
Assessment Rubric**

Scoring Rubric:

- 4—Mastery—superior competency and creativity; beyond expectations and required elements
- 3—Proficient—high degree of competency; meets all requirements
- 2—Adequate—average competency; meets most requirements
- 1—Deficient—below average competency; does not meet requirements
- 0—Unacceptable—missing or insufficient component information

General Components:

- _____ Appropriate Grade Level and Theme—plan designed for grades 6-12; specific theme
- _____ Appropriate Length—plan covers a two to four week period
- _____ Writing Quality—good quality writing reflecting our role as English educators
- _____ Quality Presentation—overview of unit presented to the class

Unit Components:

Overview (3.2)

_____ General summary of purpose, length, and theme demonstrates knowledge and integration of oral, _____ visual, and written literacy (3.2)

Class Profile/Management Plan (2.1, 4.2, 4.4)

_____ Management plan demonstrates ability to create inclusive, supportive learning environment (2.1)

_____ Plan demonstrates ability to create group interactions (4.2)

_____ Demonstrates plan for guiding students toward respect for individual differences (4.4)

Annotated Bibliography (2.2, 3.5, 3.6, 4.1)—See additional scoring rubric.

Broad range of literature; connection to theme; selection of resources; print and nonprint media

Rationale/Objectives (2.2, 2.5, 2.6)

_____ Demonstrate ability to help students become familiar with their own and others' culture (2.2)

_____ Demonstrates importance of unit and connection between curriculum and developments in culture, society, and education (2.5)

_____ Overall objectives show connection to state and national standards and integration of arts and humanities into daily student learning (2.6)

Lesson Plans (2.4, 3.1-3.7, 4.9)—See additional scoring rubric.

Integration of content knowledge into pedagogical framework

Technology and Other Disciplines (3.6, 4.3, 4.6)

_____ Demonstrates knowledge of the range and influence of print and non-print media and technology in contemporary culture (3.6)

_____ Demonstrates ability to connect English language arts with other disciplines (4.3)

_____ Demonstrates ability to engage students in critical analysis of media and technology (4.6)

Written/Communication Component (3.4, 4.7, 4.8)

_____ Demonstrates knowledge/skills in the use of student composing processes (3.4)

_____ Demonstrates ability to engage students in meaningful discussions for the purpose of interpretation and evaluation (4.5)

_____ Demonstrates ability to engage students in learning experiences that emphasize varied uses of language and communication (4.7)

_____ Demonstrates ability to help students in making meaning of texts through personal response (4.8)

Research/Reflection (2.3, 3.7)

_____ Demonstrates ability to analyze and adapt instruction (2.3)

_____ Demonstrates ability to reflect on current theory and teaching (3.7)

Annotated Bibliography

Assessment Rubric

(NCTE Standards 2.2, 3.5, 3.6, 4.1)

The bibliography designed by the candidate demonstrates knowledge of, and uses for, an extensive range of literature as well as knowledge of the range and influence of print and nonprint media and technology in contemporary culture. As a result, candidates ...

Standard	Not Met (1)	Met (2)	Target (3)	Score
2.2	show little evidence of using ELA to help students become familiar with their own or others' cultures.	use ELA to help students become familiar with their own and others' cultures.	use ELA extensively and creatively to help their students become more familiar with their own and others' cultures.	
3.5.1	show little knowledge of works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western literature.	know and use a variety of teaching applications for works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western literature.	demonstrate an in-depth knowledge and ability to use a variety of teaching applications for works representing a broad historical and contemporary spectrum of U.S., British, and world, including non-Western literature.	
3.5.2	show little knowledge of works	know and use a variety of	demonstrate an in-depth knowledge	

	from a wide variety of genres and cultures, works by female authors, and works by authors of color.	teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color.	and ability to use a variety of teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color.	
3.5.3	show little knowledge of works specifically written for older children and younger adults.	know and use a variety of teaching applications for numerous works specifically written for older children and younger adults.	demonstrate an in-depth knowledge and ability to use a variety of teaching applications for numerous works specifically written for older children and younger adults.	
3.5.4	show little knowledge of a range of works of literary theory and criticism.	know and use a variety of teaching applications for a range of works of literary theory and criticism.	demonstrate an in-depth knowledge and ability to use a variety of teaching applications for a range of works of literary theory and criticism.	
3.6.1	exhibit a lack of understanding of the influence of media on culture and on people's actions and communication.	understand how media can influence constructions of a text's meaning, and how experiencing various media can enhance students' composing processes, communication, and learning.	understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching.	
3.6.2	show little understanding of how to construct meaning from media and nonprint texts.	show an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes.	use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts	
3.6.3	demonstrate limited knowledge of how to incorporate technology and print/nonprint media into instruction.	incorporate technology and print/nonprint media into their own work and instruction.	help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning.	
4.1	show limited experience in examining and selecting resources for instruction.	Examine and select resources for Instruction.	Understand the purposes and characteristics of different kinds of curricula and related resources.	

**Planning Component
Assessment Rubric**

Daily lesson plans for a two-four week unit will be assessed with the following instrument. Writing activities and technology components should be integrated into the lesson plans

Scoring Rubric:

- 3—Target—high degree of competency; meets all expectations for standard
- 2—Met—average competency; meets all expectations for standard
- 1—Not Met—below average competency; does not meet minimal expectations for standard

Demonstrates knowledge/skills in the use of the English language by designing instruction that (3.1)

_____ Integrates knowledge of students' language acquisition into instruction (3.1.1)

February 2007

_____ Engages students in reading, writing, speaking, listening, viewing, and thinking (3.1.2)

_____ Helps students understand the impact of cultural, economic, political, and social environment on language (3.1.3)

_____ Incorporates knowledge of different cultural groups and regions that shows respect for language diversity (3.1.4)

_____ Integrates knowledge of language and historical influences into student learning (3.1.5)

_____ Incorporates in-depth knowledge of English grammars into teaching (3.1.6)

_____ Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology (3.1.7)

Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by (3.2)

_____ Creating opportunities for students to demonstrate influence of language and visual images on thinking and composing (3.2.1)

_____ Creating opportunities for students to demonstrate integration of writing, speaking, and observing in learning process (3.2.2)

_____ Demonstrating a variety of ways to teach students composing processes (3.2.3)

_____ Engaging students in activities that demonstrate their skills in writing, speaking, and creating visual images (3.2.4)

_____ Assisting students in creating and critiquing a wide range of print and nonprint texts (3.2.5)

Demonstrates knowledge/skills in the use student reading processes by (3.3)

_____ Encouraging students to read and respond to a range of texts (3.3.1)

_____ Using a wide range of approaches to help students make meaning of texts (3.3.2)

_____ Integrating a variety of strategies to interpret, evaluate, and appreciate texts (3.3.3)

_____ Encouraging students to select from a variety of reading strategies (4.9)

Demonstrates knowledge/skills in the use of student composing processes that (3.4)

_____ Develop an ability in students to use a wide variety of composing strategies (3.4.1)

_____ Teach students to make appropriate selections from different forms of written discourse (3.4.2)

Demonstrates knowledge/skills in the use of a wide range of literature which includes (3.5)

_____ Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature (3.5.1)

_____ Works from a wide variety of genres, works by female authors and authors of color (3.5.2)

_____ Works specifically written for older children and younger adults (3.5.3)

_____ Works of literary theory and criticism (3.5.4)

Demonstrates knowledge/skills in the use of a range of print/nonprint media and technology by (3.6)

_____ Showing understanding of media's influence on culture and communication (3.6.1)

_____ Teaching students how to construct meaning from media and nonprint texts (3.6.2)

_____ Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use technology to enhance learning (2.4, 3.6.3)

Demonstrates knowledge/skills in the use of research theory in English language by (3.7)

_____ Reflecting on teaching performance in light of research and make adjustments in teaching (3.7.1)

_____ Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)

(c) Candidate Data

**Thematic Unit Plan
Data Report, Spring 2007
Average Candidate Score
14 Total Students (4 Point Scale)**

General Components:	Average Score	% Meeting Standard
Appropriate Grade Level/Theme	4.0	100%
Appropriate Length	3.8	100%
Writing Quality	3.7	100%
Quality Presentation	3.8	100%
Unit Components:		
Overview (3.2)	3.5	100%
Class Profile/Management Plan		
Supportive Learning Environment (2.1)	3.6	100%
Create Group Interactions (4.2)	3.6	100%
Respect for Individual Differences (4.4)	3.8	100%
Annotated Bibliography (2.2, 3.5, 3.6, 4.1) See additional data table.		
Rationale/Objectives		
Knowledge of Student Culture (2.2)	3.6	100%
Curriculum/Society Connections (2.5)	3.5	100%
Arts/Humanities Integration (2.6)	3.6	100%
Lesson Plans (2.4, 3.1-3.7, 4.9) See additional data table.		
Technology and Other Disciplines		
Media Influence on Culture (3.6)	3.7	100%
Connection with Other Disciplines (4.3)	3.6	100%
Critical Analysis of Media (4.6)	3.6	100%
Written/Communication Component		
Knowledge of Composing Processes (3.4)	3.4	100%
Meaningful Discussion for Interpretation and Evaluation (4.5)	3.6	100%
Uses of Language/Communication (4.7)	3.6	100%
Meaning through Personal Response (4.8)	3.9	100%
Research/Reflection		
Analyze and Adapt Instruction (2.3)	3.7	100%
Reflect on Theory and Teaching (3.7)	3.7	100%

**Thematic Unit Plan Assessment Results
Candidate Scores
English 468--Spring 2007**

14 Total Candidates (4 Point Scale)

Candidate Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Average Score
General Components															
Appropriate Grade Level/Theme	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0
Appropriate Length	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3.8
Writing Quality	3	4	4	4	3	4	4	4	4	4	4	4	3	3	3.7
Quality Presentation	3	4	3	4	4	4	4	4	4	4	4	4	4	3	3.8
Unit Components															
Overview (3.2)	3	3	3	4	3	4	4	4	4	4	4	4	3	3	3.5
Class Profile/Management Plan															
Supportive Learning Environment (2.1)	3	3	3	4	4	4	4	4	4	4	4	4	3	3	3.6
Create Group Interactions (4.2)	3	4	3	4	3	4	4	4	4	4	4	3	3	3	3.6
Respect for Individual Differences (4.4)	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3.8
Annotated Bibliography (2.2, 3.5, 3.6, 4.1) See additional data table.															
Rationale/Objectives															
Knowledge of Student Culture (2.2)	3	4	4	4	3	4	4	4	4	4	3	4	3	3	3.6
Curriculum/Society Connections (2.5)	3	3	3	4	4	4	4	3	4	3	4	4	3	3	3.5
Arts/Humanities Integration (2.6)	3	4	3	4	4	4	4	4	4	3	4	4	3	3	3.6
Lesson Plans (2.4, 3.1-3.7, 4.9) See additional data table.															
Technology and Other Disciplines															
Media Influence on Culture (3.6)	3	3	4	4	4	4	4	4	4	4	4	4	3	3	3.7
Connection with Other Disciplines (4.3)	3	4	3	4	3	4	4	4	4	4	4	4	3	3	3.6
Critical Analysis of Media (4.6)	3	4	3	3	3	4	3	4	4	4	4	4	4	3	3.6
Written/Communication Component															
Knowledge of Composing Processes (3.4)	3	3	3	4	3	4	4	3	4	4	4	3	3	3	3.4
Meaningful Discussions (4.5)	3	3	3	4	3	4	4	4	3	4	4	4	4	3	3.6

September 2007

Uses of Language/Communication (4.7)	3	3	3	4	3	4	4	4	3	4	4	4	3	4	3.6
Meaning through Personal Response (4.8)	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3.9
Research/Reflection															
Analyze and Adapt Instruction (2.3)	4	4	4	4	3	3	4	4	4	3	4	3	4	4	3.7
Reflect on Theory and Teaching (3.7)	4	4	4	3	4	4	4	4	4	3	4	3	4	3	3.7
Average															3.7

**Annotated Bibliography
Data Results (N=14)
(NCTE Standards 2.2, 3.5, 3.6, 4.1)**

NCTE Standard	Target #/%	Met #/%	Not Met #/%	% Meeting Standard
Through developing the annotated bibliography, the candidate . . .				
Adopts and strengthens professional attitudes needed by ELA teachers by demonstrating use of (2.0)				
Works representing a variety of cultures including students' culture.(2.2)	12/86	2/14	0/0	100%
Demonstrates knowledge/skills in the use of a wide range of literature which includes (3.5)				
Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature. (3.5.1)	14/100	0/0	0/0	100%
Works from a wide variety of genres, works by female authors, and authors of color. (3.5.2)	8/57	6/43	0/0	100%
Works specifically written for older children and younger adults. (3.5.3)	4/28	10/72	0/0	100%
Works of literary theory and criticism. (3.5.4)	8/57	6/43	0/0	100%
Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture by (3.6)				
Showing an understanding of media's influence on culture and people's actions and communication, reflecting that knowledge not only in the work but also in their teaching. (3.6.1)	12/86	2/14	0/0	100%
Using a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts. (3.6.2)	14/100	0/0	0/0	100%
Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning. (3.6.3)	12/86	2/14	0/0	100%
Demonstrates the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching by (4.0)				
Showing an understanding of the purposes and characteristics of different kinds of curricula and related resources. (4.1)	13/93	1/7	0/0	100%

Annotated Bibliography--Candidate Data

Candidate Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Average Score
Bibliography includes: Works representing a variety of cultures including students' culture (2.2)	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2.8
Works representing broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature (3.5.1)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
Works representing a wide variety of genres, female authors, authors of color (3.5.2)	2	3	2	3	3	3	2	3	3	2	3	3	2	2	2.6
Works written for older children and younger adults (3.5.3)	2	2	3	2	3	2	2	3	2	2	2	3	2	2	2.3
Works of literary theory and criticism (3.5.4)	2	3	2	2	3	3	3	3	2	3	3	3	2	2	2.6
Reflecting media's influence on culture and people's action (3.6.1)	2	3	2	3	3	3	3	3	3	3	3	3	3	3	2.8
Media and nonprint texts integrated into teaching (3.6.2)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3.0
Student response to film and other media and technology (3.6.3)	2	3	3	3	3	3	2	3	3	3	3	3	3	3	2.8
Purpose and characteristics of resources consistent with student learning (4.1)	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2.9

**Planning Component
Candidate Data
(NCTE Standards 3.1-3.7)**

14 Total Candidates

Scoring Rubric:

Target—high degree of competency; meets all expectations for standard

Met—average competency; meets all expectations for standard

Not Met--below average competency; does not meet minimal expectations for standard

NCTE Standard	Target #/%	Met #/%	Not Met #/%	% Meeting Standard
Demonstrates knowledge/skills in the use of the English language by designing instruction that (3.1)				
Integrates knowledge of students' language acquisition into instruction (3.1.1)	4/29	10/71	0/0	100%
Engages students in reading, writing, speaking, listening, viewing, and thinking (3.1.2)	14/100	0/0	0/0	100%
Helps students understand the impact of cultural, economic, political, and social environment on language (3.1.3)	5/36	9/64	0/0	100%
Incorporates knowledge of different cultural groups and regions that shows respect for language diversity (3.1.4)	4/29	10/71	0/0	100%

September 2007

Integrates knowledge of language and historical influences into student learning (3.1.5)	10/71	4/29	0/0	100%
Incorporates in-depth knowledge of English grammars into teaching (3.1.6)	5/36	9/64	0/0	100%
Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology (3.1.7)	2/14	12/86	0/0	100%
Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by (3.2)				
Creating opportunities for students to demonstrate influence of language and visual images on thinking and composing (3.2.1)	4/29	10/71	0/0	100%
Creating opportunities for students to demonstrate integration of writing, speaking, and observing in learning process (3.2.2)	11/79	3/21	0/0	100%
Demonstrating a variety of ways to teach students composing processes (3.2.3)	12/86	2/14	0/0	100%
Engaging students in activities that demonstrate their skills in writing, speaking, and creating visual images (3.2.4)	14/100	0/0	0/0	100%
Assisting students in creating and critiquing a wide range of print and nonprint texts (2.4, 3.2.5)	8/57	6/43	0/0	100%
Demonstrates knowledge/skills in the use student reading processes by (3.3)				
Encouraging students to read and respond to a range of texts (3.3.1)	12/86	2/14	0/0	100%
Using a wide range of approaches to help students make meaning of texts (3.3.2)	11/79	3/21	0/0	100%
Integrating a variety of strategies to interpret, evaluate, and appreciate texts (3.3.3)	12/86	2/14	0/0	100%
Encouraging students to select from a variety of reading strategies (4.9)	12/86	2/14	0/0	100%
Demonstrates knowledge/skills in the use of student composing processes that (3.4)				
Develop an ability in students to use a wide variety of composing strategies (3.4.1)	8/57	6/43	0/0	100%
Teach students to make appropriate selections from different forms of written discourse (3.4.2)	6/43	8/57	0/0	100%
Demonstrates knowledge/skills in the use of a wide range of literature which includes (3.5)				
Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature (3.5.1)	8/57	6/43	0/0	100%
Works from a wide variety of genres, works by female authors and authors of color (3.5.2)	6/43	8/57	0/0	100%
Works specifically written for older children and younger adults (3.5.3)	5/36	9/64	0/0	100%
Works of literary theory and criticism (3.5.4)	4/28	10/72	0/0	100%
Demonstrates knowledge/skills in the use of a range of print/nonprint media and technology by (3.6)				
Showing understanding of media's influence on culture and communication (3.6.1)	5/36	9/64	0/0	100%
Teaching students how to construct meaning from media and nonprint texts (3.6.2)	2/14	12/86	0/0	100%
Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use technology to enhance learning (3.6.3)	12/86	2/14	0/0	100%
Demonstrates knowledge/skills in the use of research theory				

in English language by (3.7)				
Reflecting on teaching performance in light of research and make adjustments in teaching (3.7.1)	6/43	8/57	0/0	100%
Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)	5/36	9/64	0/0	100%

**Assessment #7
Composition Unit Plan**

1. **Brief Description:** Teacher candidates are required to develop a unit lesson plan in English 467, The Teaching of Writing, and to demonstrate sample lesson activities for their classmates. The Unit Plan gives teacher candidates the opportunity to address and demonstrate implantation of all components of the COEHD Conceptual Framework by: 1) choosing and using appropriate instructional materials; 2) applying composition heuristics in designing unit lesson plans for age-appropriate audiences; 3) incorporating knowledge of literature, composition theory, and composition pedagogy; and 4) identifying and applying national, state and institutional standards in their lesson plans.

2. **Alignment with Standards:** The unit plan addresses NCTE Standards 2- 4, but it is particularly concerned with assessing Standard 3, Knowledge of English Language Arts. Candidates must have a thorough knowledge of content to successfully plan for instruction and to properly implement components of effective teaching. Following is a detailed description of the alignment with these standards.

Unit Components	NCTE Standards	Description of Alignment
Overview Knowledge of composition theories and practices	3.4	Candidates demonstrate knowledge of different composing processes.
Class Profile/Management Plan • Knowledge of Student Background • Understanding of Culture	2.1, 4.2, 4.4	Candidates must • have ability to design a supportive learning environment (2.1) • allow for group interactions (4.2) • respect individual differences (4.4)
Rationale and Objectives	2.2, 2.5, 2.6	Candidates demonstrate ability to • help students learn about their own and others' cultures (2.2) • make meaningful connections between ELA and culture and society (2.5) • Link the role of arts and humanities in learning (2.6).
Planning	3.1, 3.2, 3.4,	Candidates design activities that

<ul style="list-style-type: none"> • Knowledge of, and skills in the use of, the English language • Composition Theories/Practices • Connection to Other Disciplines 	3.6, 3.7, 4.3	<ul style="list-style-type: none"> • integrate language, culture, and society into instruction (3.1) • demonstrate knowledge of the practices of oral, visual, and written literacy (3.2) • demonstrate knowledge of different composing processes (3.4) • include the use of technology (3.6) • demonstrate knowledge of research theory and findings in English language arts (3.7) • connect ELA with other disciplines (4.3)
Instruction <ul style="list-style-type: none"> • Content knowledge 	3.1, 3.4	Candidates communicate effectively and incorporate knowledge of all aspects of grammar into teaching (3.1), while showing knowledge of composing processes (3.4).
Technology	3.6	Candidates use technology to design, present, and enhance lesson plans.
Research and Reflection <ul style="list-style-type: none"> • Knowledge of Current Theory • Reflection on Unit 	2.3, 3.7	Candidates have ability to <ul style="list-style-type: none"> • analyze and adapt instruction (2.3) • reflect on teaching (3.7)

3. **Data Analysis:** Teacher candidates in The Teaching of Writing come from a variety of disciplines including English Education, Foreign Language Education, Social Studies Education, Communication Education, and Middle School Education. Because of this, one might not expect to see wide-ranging facility in composition and related literacy instruction. However, an analysis of assessment data reveals that Southeastern’s Education majors are highly competent in content and pedagogy across the board.

Of the twelve candidates evaluated, all met standards for proficient performance on the unit plan. Average scores ranged from 3.0 to 4.0 on a four-point scale with generally high scores throughout. It is significant to note that candidates scored very high in technology and connection to other disciplines. Since, as mentioned, the class is composed of education majors from across the University, such interdisciplinarity does not come as a surprise. In addition, students’ knowledge of different composing heuristics and processes shows in the high score across the board.

Some individual low scores in areas specific to general educational skills, such as writing rationales, management planning, and assessment may be accounted for by the order in which candidates take classes. Some candidates take English 467 before Education 407 (Tests and Measurements) or Educational Psychology 315 (Classroom Management), so such outcomes are not unexpected. These skills must often be taught within the context of this class, where it is some teacher candidates’ first exposure to the information.

4. Interpretation of Data: Data results from the Unit Plan indicate that our teacher candidates are well prepared both in content knowledge and pedagogy. This intensive project requires knowledge of a broad range of composing processes and their application, along with knowledge of lesson planning and assessment. All candidates performed extremely well, indicating a high degree of competency in meeting these standards. While some candidates need more training in pedagogical elements, all revealed an extensive knowledge of composition and language arts in general. This unit demonstrates candidate strengths in their knowledge of strategies and processes for composition, the link between writing and reading, multiculturalism, and interdisciplinarity. The unit also provides candidates with the valuable research tool of reflective practice as a means of analyzing their own teaching practices in order to adapt lessons for better student performance.

(a) Assessment tool or description of assignment

Unit Plan Assignment

The unit plan serves as the culmination of your work this semester. You will prepare a lesson that encompasses the theories, heuristics, and processes that you have learned. The plan should cover a two to four week period, include both reading and composition activities, have a multicultural focus, and utilize multimedia. Use the lesson plan format given at the beginning of the semester.

Plan Overview (3.2)

Include a general summary of the unit including its purpose, length, and topic. Explain how the unit incorporates various aspects of the ELA classroom, including oral and written communication and the study of language.

Class Profile/Management Plan (2.1, 4.2, 4.4)

Describe the intended audience for this unit. Explain the grade level and general information about the students and their cultural and socio-economic backgrounds. Describe the classroom environment and your management plan, including plans for grouping.

Rationale (2.5, 3.7)

Explain why you chose to teach this unit and how the activities and unit components relate to each other and to the world outside your classroom.

Objectives (2.5)

List objectives for the unit and connections to national/state content standards, benchmarks, and GLEs.

Lesson Plans (3.1, 3.2, 3.4, 3.6, 3.7)

Include the daily plan of action for each lesson within the unit making certain to include a variety of teaching methods and resources. Describe all activities as well as any necessary materials. Develop activities that allow students to use different composing processes, engage in meaningful discussion, and employ methods of critical thinking and reflection.

Composing Processes (3.1, 3.2, 3.4)

Describe the writing assignments that will be used throughout the unit. Include an explanation of the composing processes and modes of writing (description, narration, exposition, and persuasion) that will be required of students.

Communication Component (4.7, 4.8)

Explain the variety of activities that will require students to demonstrate oral, visual, and written communication skills and responses to texts.

Technology and Other Disciplines (3.6, 4.6, 4.3)

Describe technology and other media you will incorporate throughout the unit as well as how students will utilize and evaluate these materials. Describe how you will incorporate other academic disciplines into the unit.

February 2007

Assessments (4.10)

Describe the methods of assessment that will be used throughout the unit including a pre- and post-assessment. Include descriptions of formal and informal and short- and long term assessments.

Research/Reflection (2.3, 3.7)

After the lesson presentation, write a reflection of your teaching and lesson success. Use current research to help plan for revision of the unit. Document your sources using proper MLA format.

(b) Scoring Guide

Unit Plan Assessment Rubric

Each of the following is a required component of the unit plan. Additional comments may be found on the back of this evaluation.

Scoring Rubric:

- 4—Mastery—superior competency and creativity; beyond expectations and required elements
- 3—Proficient—high degree of competency; meets all requirements
- 2—Adequate—average competency; meets most requirements
- 1—Deficient—below average competency; does not meet requirements
- 0—Unacceptable—missing or insufficient component information

General Components:

- _____ Appropriate Grade Level—plan designed for grades 6-12
- _____ Appropriate Length—plan covers a two to four week period
- _____ Writing Quality—writing reflects our role as English educators
- _____ Quality Presentation—overview of unit presented to the class

Unit Components:

Overview (3.2)

- _____ Demonstrates knowledge and integration of oral, visual, and written literacy

Class Profile/Management Plan (2.1, 4.2, 4.4)

- _____ Demonstrates ability to create inclusive, supportive learning environment (2.1)
- _____ Demonstrates ability to create group interactions (4.2)
- _____ Is designed to guide students toward respect for individual differences (4.4)

Rationale (2.5, 3.7)

- _____ Demonstrates importance of unit and connection between curriculum and developments in culture, society, and education (2.5)
- _____ Demonstrates candidates' knowledge of research theory and findings in English language arts (3.7)

Objectives (2.5, 2.6)

- _____ Connect to state and national standards
- _____ Integrate arts and humanities into daily student learning

Lesson Plans (3.1, 3.2, 3.4, 3.6, 3.7)—See additional scoring rubric.

- _____ Integrates content knowledge into pedagogical framework

Composing Processes (3.1, 3.4)

- _____ Demonstrates knowledge/skills in the use of the English language (3.1)
- _____ Includes varied writing assignments (3.4)

Communication Component (4.7, 4.8)

- _____ Demonstrates ability to engage students in learning experiences that emphasize varied uses of language and communication (4.7)
- _____ Demonstrates ability to help students in making meaning of texts through personal response (4.8)

Technology and Other Disciplines (3.6, 4.3, 4.6)

- _____ Demonstrates knowledge of the range and influence of print and non-print media and technology in contemporary culture (3.6)
- _____ Demonstrates ability to connect English language arts with other disciplines (4.3)
- _____ Demonstrates ability to engage students in critical analysis of media and technology (4.6)

Assessments (4.10)

_____ Includes descriptions of various assessment tools: pre- and post-; formal and informal
Research/Reflection (2.3, 3.7)

_____ Demonstrates ability to analyze and adapt instruction (2.3)

_____ Demonstrates ability to reflect on current theory and teaching (3.7)

_____ **Total Points** **Comments:**

**Planning Component
Assessment Rubric**

Directions: Include the daily lesson plans for your two-four week unit. Make certain to include all activities and assessments in your plans.

Scoring Rubric:

3—Target—high degree of competency; meets all expectations for standard

2—Met—average competency; meets all expectations for standard

1—Not Met—below average competency; does not meet minimal expectations for standard

Demonstrates knowledge/skills in the use of the English language by designing instruction that
(3.1)

_____ Integrates knowledge of students' language acquisition into instruction (3.1.1)

_____ Engages students in reading, writing, speaking, listening, viewing, and thinking (3.1.2)

_____ Helps students understand the impact of cultural, economic, political, and social
environment on language (3.1.3)

_____ Incorporates knowledge of different cultural groups and regions that shows respect for
language diversity (3.1.4)

_____ Integrates knowledge of language and historical influences into student learning (3.1.5)

_____ Incorporates in-depth knowledge of English grammars into teaching (3.1.6)

_____ Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology
(3.1.7)

Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by
(3.2)

_____ Creating opportunities for students to demonstrate influence of language and visual
images on thinking and composing (3.2.1)

_____ Creating opportunities for students to demonstrate integration of writing, speaking, and
observing in learning process (3.2.2)

_____ Demonstrating a variety of ways to teach students composing processes (3.2.3)

_____ Engaging students in activities that demonstrate their skills in writing, speaking, and
creating visual images (3.2.4)

_____ Assisting students in creating and critiquing a wide range of print and nonprint texts
(3.2.5)

Demonstrates knowledge/skills in the use of student composing processes that (3.4)

_____ Develop an ability in students to use a wide variety of composing strategies (3.4.1)

_____ Teach students to make appropriate selections from different forms of written discourse
(3.4.2)

Demonstrates knowledge/skills in the use of a range of print/nonprint media and technology by
(3.6)

September 2007

_____ Showing understanding of media’s influence on culture and communication (3.6.1)

_____ Teaching students how to construct meaning from media and nonprint texts (3.6.2)

_____ Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use technology to enhance learning (3.6.3)

Demonstrates knowledge/skills in the use of research theory in English language by (3.7)

_____ Reflecting on teaching performance in light of research and make adjustments in teaching (3.7.1)

_____ Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)

(c) Candidate Data

Unit Plan Assessment Rubric, Spring 2007
Average Candidate Score, English 467
12 Total Students (4 Point Scale)

General Components:	Average Score
Appropriate Grade Level/Theme	4.0
Appropriate Length	3.6
Writing Quality	3.5
Quality Presentation	3.8
Unit Components:	
Overview (3.2)	3.8
Class Profile/Management Plan	
Supportive Learning Environment (2.1)	3.6
Create Group Interactions (4.2)	3.6
Respect for Individual Differences (4.4)	3.8
Rationale	
Curriculum/Society Connections (2.5)	3.5
Research/Theory Knowledge (3.7)	3.5
Objectives	
National/State Standards Connection (2.5)	3.7
Arts/Humanities Integration (2.6)	3.8
Lesson Plans (3.1, 3.2, 3.4, 3.6, 3.7) See additional data table	
Composing Processes (3.1, 3.4)	
Use of Language (3.1)	3.7
Varied Writing Assignments (3.4)	3.7
Communication Component	
Uses of Language/Communication (4.7)	3.8
Meaning through Personal Response (4.8)	3.9
Technology and Other Disciplines	
Media Influence on Culture (3.6)	3.8
Connection with Other Disciplines (4.3)	3.8
Critical Analysis of Media (4.6)	3.6
Assessments	
Assessment Tools (4.10)	3.5
Research/Reflection	
Analyze and Adapt Instruction (2.3)	3.6
Reflect on Theory and Teaching (3.7)	3.7

**Unit Plan Assessment Data, Spring 2007
Candidate Scores, English 467
12 Total Students (4 Point Scale)**

Candidate Number	1	2	3	4	5	6	7	8	9	10	11	12	Average Score
General Components													
Appropriate Grade Level/Theme	4	4	4	4	4	4	4	4	4	4	4	4	4
Appropriate Length	3	4	3	3	4	4	4	4	4	4	3	4	3.6
Writing Quality	3	4	2	4	3	3	4	4	4	4	3	4	3.5
Quality Presentation	3	4	3	4	4	4	4	4	4	4	3	4	3.8
Unit Components													
Overview (3.2)	3	4	3	4	4	4	4	4	4	4	4	4	3.8
Class Profile/Management Plan													
Supportive Learning Environment (2.1)	3	4	3	4	3	4	4	4	4	3	4	4	3.6
Create Group Interactions (4.2)	3	4	3	4	3	4	4	4	4	4	3	4	3.6
Respect for Individual Differences (4.4)	3	4	4	4	3	4	4	4	4	4	4	4	3.8
Rationale													
Curriculum/Society Connections (2.5)	3	4	2	4	3	3	4	4	4	3	4	4	3.5
Research/Theory Knowledge (3.7)	3	4	2	4	4	3	4	4	4	4	3	4	3.5
Objectives													
National/State Standards Connection (2.5)	3	4	4	4	4	3	4	4	4	3	4	4	3.7
Arts/Humanities Integration (2.6)	4	4	3	4	4	4	4	4	3	4	4	4	3.8
Lesson Plans (3.1, 3.2, 3.4, 3.6, 3.7) See additional data table													
Composing Processes (3.1, 3.4)													
Use of Language (3.1)	3	4	3	4	4	3	4	4	4	4	4	4	3.7
Varied Writing Assignments (3.4)	4	4	2	4	3	4	4	4	4	4	4	4	3.7
Communication Component													
Uses of Language/Communication (4.7)	4	4	3	4	4	4	4	4	3	4	4	4	3.8
Meaning through Personal Response (4.8)	4	4	4	4	4	4	4	4	4	4	3	4	3.9
Technology and Other Disciplines													
Media Influence on Culture (3.6)	3	4	4	4	3	4	4	4	4	4	4	4	3.8
Connection with Other Disciplines (4.3)	4	4	3	4	4	4	4	4	4	3	4	4	3.8
Critical Analysis of Media (4.6)	4	4	2	3	3	4	4	4	4	4	4	4	3.6
Assessments													
Assessment Tools (4.10)	3	4	3	4	3	3	4	4	3	4	4	4	3.5
Research/Reflection													
Analyze and Adapt Instruction (2.3)	4	4	3	3	4	4	4	4	4	3	3	4	3.6

Reflect on Theory and Teaching (3.7)	4	4	4	4	3	3	4	4	4	3	4	4	3.7
Average	3.4	4	3	3.8	3.5	3.7	4	4	3.8	3.7	3.7	4	3.7

**Unit Plan: Planning Component, Spring 2007
Candidate Data, English 467
12 Total Students (4 Point Scale)**

Scoring Rubric:

Target—high degree of competency; meets all expectations for standard

Met—average competency; meets all expectations for standard

Not met—below average competency; does not meet minimal expectations for standard

NCTE Standard (3.1, 3.2, 3.4, 3.6, 3.7)	Target #/%	Met #/%	Not Met #/%	% Meeting Standard
Demonstrates knowledge/skills in the use of the English language by designing instruction that (3.1)				
Integrates knowledge of students' language acquisition into instruction (3.1.1)	4/33	8/67	0/0	100%
Engages students in reading, writing, speaking, listening, viewing, and thinking (3.1.2)	12/100	0/0	0/0	100%
Helps students understand the impact of cultural, economic, political, and social environment on language (3.1.3)	6/50	6/50	0/0	100%
Incorporates knowledge of different cultural groups and regions that shows respect for language diversity (3.1.4)	8/67	4/33	0/0	100%
Integrates knowledge of language and historical influences into student learning (3.1.5)	8/67	4/33	0/0	100%
Incorporates in-depth knowledge of English grammars into teaching (3.1.6)	5/42	7/58	0/0	100%
Demonstrates an in-depth knowledge of semantics, syntax, morphology, and phonology (3.1.7)	4/33	8/67	0/0	100%
Demonstrates knowledge/skills in the use and practices of oral, visual, and written literacy by (3.2)				
Creating opportunities for students to demonstrate influence of language and visual images on thinking and composing (3.2.1)	5/42	7/58	0/0	100%
Creating opportunities for students to demonstrate integration of writing, speaking, and observing in learning process (3.2.2)	10/83	2/17	0/0	100%
Demonstrating a variety of ways to teach students composing processes (3.2.3)	11/92	1/8	0/0	100%
Engaging students in activities that demonstrate their skills in writing, speaking, and creating visual images (3.2.4)	11/92	1/8	0/0	100%
Assisting students in creating and critiquing a wide range of print and nonprint texts (3.2.5)	6/50	6/50	0/0	100%
Demonstrates knowledge/skills in the use of student composing processes that (3.4)				
Develop an ability in students to use a wide variety of composing strategies (3.4.1)	12/100	0/0	0/0	100%
Teach students to make appropriate selections from different forms of written discourse (3.4.2)	10/83	2/17	0/0	100%
Demonstrates knowledge/skills in the use of a range of print/nonprint media and technology by (3.6)				

Showing understanding of media’s influence on culture and communication (3.6.1)	11/92	1/8	0/0	100%
Teaching students how to construct meaning from media and nonprint texts (3.6.2)	4/33	8/67	0/0	100%
Helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use technology to enhance learning (3.6.3)	10/83	2/17	0/0	100%
Demonstrates knowledge/skills in the use of research theory in English language by (3.7)				
Reflecting on teaching performance in light of research and make adjustments in teaching (3.7.1)	9/75	3/25	0/0	100%
Using teacher-researcher models of classroom inquiry to analyze teaching practices (3.7.2)	5/42	7/58	0/0	100%

**Assessment #8
Content Knowledge--Content Course Grades**

1. Brief Description

Candidates are required to score at least a “C” in all content courses within the English Education program. While some courses focus on building content knowledge, English 467 and English 468 require students to apply that knowledge in a pedagogical framework. The content courses listed in this assessment require extensive knowledge of a wide range of literature as well as the ability to design, implement, and assess instruction in the English language arts. The department has recently revised some course titles, descriptions, and content, but course listings below coincide with the semesters of student data. All students are advised by English Education faculty each semester and are required to repeat any courses with a grade below a “C.” Any transfer or change-of-major students entering the program meet with one of the two advisors in the English Department for a thorough review of transcripts. Transcripts and course syllabi are analyzed to determine which courses match our required content courses. Each student’s program of study is kept on file in the department office.

2. Alignment with Standards

The following table demonstrates the alignment of required content courses with NCTE Standards.

COURSE NUMBER, NAME, AND CATALOGUE DESCRIPTION	NCTE STANDARDS	DESCRIPTION OF ALIGNMENT
English 101--Freshman Composition --Credit 3 hours. Required of all students who do not qualify for English 102, 121H or 122H. Instruction and practice in the basic principles of expository writing: the paragraph and the whole composition--the methods of development, the thesis, the outline and organization, the structure and style. Instruction in functional grammar, sentence structure, diction and spelling, punctuation and mechanics, in direct relation to the student's writing.	3.1, 3.2, 3.4	Course requires knowledge of writing processes, oral, visual, and written literacy as well as skills in use of English language.
English 102--Critical Reading and Writing --Credit 3 hours. Prerequisite: English 101 or 121H or an ACT English score of 29 or higher. Development of skills in reading critically, analyzing models of good writing, and writing in response to a variety of texts, including imaginative literature. Writing the argumentative essay, the critical essay, the research paper, and the essay examination.	3.1, 3.2, 3.3, 3.4	Course requires knowledge of writing and reading processes, oral, visual, and written literacy, skills in use of English language.
English 301—English Literature to the Restoration --Credit 3 hours. Prerequisite: English 102 or 122H. Selected readings (some in translation) from Medieval and Renaissance English; <i>Beowulf</i> through	3.5	Course requires knowledge of historical British works including a wide variety of genres and works by female authors.

<i>Paradise Lost.</i>		
English 303—English Literature from the Restoration --Credit 3 hours. Prerequisite: English 102 or 122H. A study of major writers from 1660 to the present.	3.5	Course requires knowledge of historical and contemporary British works including a wide variety of genres and works by female authors and authors of color.
English 312--Advanced Grammar --Credit 3 hours. Prerequisite: English 102 or 122H. Modern English syntax, morphology, and usage; a consideration of recent developments in the study of the language. Candidates must complete 15 direct teaching hours.	3.1, 3.2	Course requires knowledge of, and skills in the use of, the English language and grammar as well as the evolution of language and historical influences on its forms.
English 351--Literature in Translation --Credit 3 hours. Prerequisite: English 102 or 122H. A study of world cultures through a reading of their classic literature in translation. Countries emphasized are Greece and Italy; period covered is from the beginning of the Renaissance. Designed primarily to provide a classical background for English majors, but open to all students.	3.5	Course requires broad knowledge of historical non-Western literature and a wide variety of genres and cultures.
English 395--Early American Literature --Credit 3 hours. Prerequisite: English 102 or 122H. The major writers and their works from the Colonial Period to 1860.	3.5	Course requires knowledge of historical American works including a wide variety of genres, works by female authors and authors of color.
English 396--American Literature since 1860 --Credit 3 hours. Prerequisite: English 102 or 122H. Representative writers with attention to trends and innovations in American literature.	3.5	Course requires knowledge of historical and contemporary American works including a wide variety of genres, works by females and authors of color.
English 414--Introduction to Linguistics and Modern Grammars --Credit 3 hours. Prerequisite: English 102 or 122H. A review of the development of linguistic science, a consideration of linguistic methods and applications, and an examination of modern grammars, with emphasis on structural and transformational grammar as applied to English.	3.1, 3.2	Course requires knowledge of the English language, its regional and cultural variations, and its evolution as well as understanding of semantics, morphology, and phonology.
English 467--The Teaching of Writing --Credit 4 hours. Prerequisites: English 102 or 122H, Junior standing or permission of the Department Head. For prospective and returning teachers. Theory and methods for teaching writing. Emphasis on students' own writing development through hands-on creation of original teaching materials. Students gain practical experience by serving as writing consultants for two hours per week in area schools and/or in the SLU Writing Center. Three hours lecture, and two hours of laboratory per week. Candidates must complete 20 direct teaching hours.	3.1-3.7	Course requires application of content knowledge in lesson plans and activities which demonstrate ability of candidate to integrate knowledge of language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings into teaching through varied strategies that promote student learning.
English 468--The Teaching of Literature --Credit 3 hours. Prerequisites: Two literature courses in English at the 300/400-level. Junior standing or consent of Department Head. This course prepares English Education majors to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom. Significant field experiences will include educational interactions with students. One to two hours of laboratory per week. Candidates must complete 15 direct teaching hours.	3.1-3.7	Course requires application of content knowledge in lesson plans and activities which demonstrate ability of candidate to integrate knowledge of language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings into teaching through varied strategies that promote student learning.

3. Data Analysis

Data results presented within the tables of section 5c indicate the tremendous success of our candidates in their content courses. Since Table 5 shows 93% of our students scored an *A* or *B* in all content courses, our students are demonstrating outstanding work and a broad knowledge of content in all areas. Areas of interest include both our English 301 and 395 (early British and American literature) classes where only 30% of our students scored in the *A* categories while 82% of our students scored an *A* in the second halves of the two courses. This shows stronger abilities in more contemporary literature. Another area of interest is the result of our English 312 (grammar) and 414 (linguistics) classes which post 96% of the students in the *A* or *B* column. These, however, are our lowest scores on state licensure exams. Both pedagogy courses, English 467 and 468 (teaching of writing and literature), show tremendous success in students' abilities to apply their knowledge toward planning for instruction with 100% scoring in the *A* or *B* column.

4. Interpretation of Data

Data results from this assessment clearly demonstrate the success of our candidates in content knowledge. No candidates scored below the minimum *C* level in any content course. With 57% of the students scoring an *A*, excellence, and 36% scoring *B*, outstanding, and only 6% scoring *C*, adequate, data indicates phenomenal abilities of our candidates.

5. Assessment Documentation

a) Assessment Tool or Description of the Assessment

Advising Curriculum Sheet

NAME _____	W# _____
CURRICULUM IN ENGLISH EDUCATION 2006-2007	
ENGLISH (40)	EDUCATION (33)
+ENGL 101 _____ 3 _____	*EDUC 201 ⁴ _____ 1 _____
+ENGL 102 _____ 3 _____	+EDUC 211 ⁵ _____ 2 _____
+ENGL 301 _____ 3 _____	+SPED 210 _____ 2 _____
+ENGL 303 _____ 3 _____	+EPSY 311 _____ 3 _____
+ENGL 312 _____ 3 _____	+EPSY 315 _____ 3 _____
+ENGL 351 _____ 3 _____	+EDUC 407 _____ 3 _____
+ENGL 395 _____ 3 _____	+EDUC 472 _____ 3 _____
+ENGL 396 _____ 3 _____	+EDUC 475 _____ 1 _____
+ENGL 414 _____ 3 _____	+EDUC 490 _____ 6 _____
+ENGL 467 ⁷ _____ 4 _____	+EDUC 486 _____ 9 _____
+ENGL 468 _____ 3 _____	
+ENGL EL. _____	
(300 or 400-level) _____ 3 _____	SCIENCE (9)¹
+ENGL EL. _____	SCIENCE _____ 3 _____
(400-level literature) _____ 3 _____	SCIENCE _____ 3 _____
	SCIENCE _____ 3 _____
COMMUNICATION (3)	
COMM 210 _____ 3 _____	
MATHEMATICS (6)⁴	
MATH 160 or 161 _____ 3 _____	
MATH 162, 163, 165, 185 _____ 3 _____	
or 241 _____ 3 _____	
+SECONDARY TEACHING FIELD (21)²	ELECTIVES & OTHERS (4-5)
_____ 3 _____	ORIENTATION _____ 0-1 _____
_____ 3 _____	LS 102 _____ 1 _____
_____ 3 _____	ART 105 or 106, MUS 151, _____ 3 _____
_____ 3 _____	THEA 131 OR DNC 302 _____ 3 _____
_____ 3 _____	
_____ 3 _____	HISTORY (3)
_____ 3 _____	HISTORY ELECTIVE _____ 3 _____
_____ 3 _____	
_____ 3 _____	SOCIAL STUDIES (6)
_____ 3 _____	SOCIAL SCIELECTIVE _____ 3 _____
_____ 3 _____	POLI SCI 201 OR 202 _____ 3 _____

Total hours needed to complete degree 125-126.

Orientation 101 is not required of transfer or readmitted Southeastern students with 30 hours or more.

¹Students must complete a minimum of 6 hours in a two-semester sequence of a biological science plus a physical science or a two-semester sequence of a physical science plus a biological science. See the General Education Requirements in the University Policies chapter of this catalog for the approved sequenced courses.

²The secondary teaching area requires at least 19 hours. Any unused hours should be used for history electives, for honors seminars, or for courses in a single foreign language.

³This course fulfills the computer literacy requirement.

⁴Students who have credit for Math 161 may take any of these courses; students having credit for Mathematics 160 may take only Math 162, 185, or 241.

⁵Education 201 and 211 must be taken concurrently.

⁷A grade of "C" or better is required in these courses and in all courses in the second teaching area.

*A grade of "B" or better is required.

Course Descriptions and Course Objectives from Syllabi

COURSE NUMBER, NAME, CATALOGUE AND ASSESSMENT DESCRIPTION	NCTE STANDARDS	COURSE OBJECTIVES FROM SYLLABI
<p>English 101--Freshman Composition--Credit 3 hours. Required of all students who do not qualify for English 102, 121H or 122H. Instruction and practice in the basic principles of expository writing: the paragraph and the whole composition--the methods of development, the thesis, the outline and organization, the structure and style. Instruction in functional grammar, sentence structure, diction and spelling, punctuation and mechanics, in direct relation to the student's writing.</p> <p>Assessments: The primary assessment for this course is in the form of essay assignments which count for approximately 90% of the student's grade. Students experiment with their own writing processes and develop essays which are scored with the department's freshman English scoring rubric. Approximately 10% of the grade is based on participation, quiz scores, and other classroom assignments.</p>	<p>3.1, 3.2, 3.4</p>	<p>English 101 is designed to help students do the following: Improve their skills as writers, by requiring students to produce several sustained and developed pieces of writing. Number and length of papers may vary, but students should write 5-9 papers of at least 500 words in length. While these writings may include description, narration, and personal elements, they should demonstrate skill in analysis, argumentation, assertion with evidence, and synthesis. Improve their skills as critical readers and thinkers, enabling students to identify an author's thesis and supporting points and to respond to the writing of both professionals and peers. Develop an ability to write for various audiences and purposes. While concentrating primarily on the essay form, students will go beyond the "5 paragraph theme" and learn to adapt the essay form to various writing situations (including timed, in-class writing assignments as well as revised writings). Develop productive planning and revising processes. Learn the structure and style of effective sentences, paragraphs, and essays. Focus on diction and spelling, punctuation and mechanics, and functional grammar (i.e., grammar in use) in direct relation to students' own writing.</p>
<p>English 102--Critical Reading and Writing--Credit 3 hours. Prerequisite: English 101 or 121H or an ACT English score of 29 or higher. Development of skills in reading critically, analyzing models of good writing, and writing in response to a variety of texts, including imaginative literature. Writing the argumentative essay, the critical essay, the research paper, and the essay examination.</p> <p>Assessments: The primary assessment for this course is in the form of essay assignments which count for approximately 90% of the student's grade. Students experiment with their own writing processes and develop critical analysis essays which are scored using the department's freshman English scoring rubric. Approximately 10% of the grade is based on participation, quiz scores, and other classroom assignments. A proficiency portfolio including sample essays and an in-class final exam essay is collected and scored by department members at the end of the semester.</p>	<p>3.1, 3.2, 3.3, 3.4</p>	<p>English 102 is designed to help students do the following: Improve their skills as writers, readers, and critical thinkers. Read and write about literature and about works from across college settings. Utilize research techniques for use in writing from across college settings. Research skills such as the following should be acquired: use of primary and secondary sources, basic documentation skills (ability to use and cite quotations, create a bibliography, etc.), recognition of various formats (MLA, APA, etc.) and demonstrated ability in at least one, ability to use research in writing, and basic knowledge of the following research methods—library, field, and electronic research—as well as demonstrated ability in at least one of them. Develop an ability to write for various audiences and purposes (including timed, in-class writing). Develop productive planning and revising processes for various kinds of paper, including papers requiring research. Review punctuation, mechanics,</p>

		<p>grammar, and sentence structure within the context of students' writing.</p>
<p>English 301—English Literature to the Restoration--Credit 3 hours. Prerequisite: English 102 or 122H. Selected readings (some in translation) from Medieval and Renaissance English; <i>Beowulf</i> through <i>Paradise Lost</i>.</p> <p>Assessments: The assessments for this course include essay exams, literary analysis essays, and classroom activities which include group projects and reading responses. While the exams assess the student's knowledge of a wide range of literature, the analysis essays assess the student's ability to analyze a specific work of literature.</p>	<p>3.5</p>	<p>Students will read significant works from <i>Beowulf</i> to <i>Gulliver's Travels</i> in the context of their historical periods, tracing developments of major literary forms and important ideas over nine centuries of English literature. Students will also learn to respond critically in class and in writing assignments to the works themselves and the developments they represent. Critical methods will include literary theory, close reading, and using secondary sources.</p>
<p>English 303—English Literature from the Restoration--Credit 3 hours. Prerequisite: English 102 or 122H. A study of major writers from 1660 to the present.</p> <p>Assessments: The assessments for this course include essay exams, literary analysis essays, and classroom activities which include group projects and reading responses. While the exams assess the student's knowledge of a wide range of literature, the analysis essays assess the student's ability to analyze a specific work of literature.</p>	<p>3.5</p>	<p>Students will survey selections from British literature of the Romantic, Victorian, and Twentieth Century periods. Students will look to some degree at historical, social and biographical context and will investigate varying critical approaches to the literature. Students will also spend some time discussing poetics, as well as developments in fictional forms. During the course of the semester students will be expected to read closely and to write critically, and to participate in class discussions; students will also need to do some library research.</p>
<p>English 312--Advanced Grammar--Credit 3 hours. Prerequisite: English 102 or 122H. Modern English syntax, morphology, and usage; a consideration of recent developments in the study of the language. Candidates must complete 15 direct teaching hours.</p> <p>Assessments: The assessments for this course include two essays (30%), essay exams (40%), direct teaching reflection paper (10%), and classroom activities (20%).</p>	<p>3.1, 3.2</p>	<p>At the conclusion of this course, students should be able to: define, identify, and utilize the principal elements of traditional school grammar; demonstrate your abilities to move beyond traditional school grammar to describe and utilize elements drawn from more contemporary, linguistically-oriented grammars of English ; describe and utilize operational strategies for identifying grammatical structures; describe and utilize strategies for manipulating grammatical structures for rhetorical effect; and describe and utilize strategies for applying grammatical knowledge to the areas of your own personal interest, including writing, teaching, literary analysis, and the uses of language in society.</p>
<p>English 351--Literature in Translation--Credit 3 hours. Prerequisite: English 102 or 122H. A study of world cultures through a reading of their classic literature in translation. Countries emphasized are Greece and Italy; period covered is from the beginning of the Renaissance. Designed primarily to provide a classical background for English majors, but open to all students.</p> <p>Assessments: The assessments for this course include essay exams,</p>	<p>3.5</p>	<p>Course Goals: To develop an understanding of and appreciation for the varieties of literary form and the ways in which these forms function within different historical periods and cultural constellations. To develop and enhance critical thinking, critical reading, and interpretive skills. To enhance knowledge of the discipline of literary studies and facility</p>

<p>literary analysis essays, and classroom activities which include group projects and reading responses. While the exams assess the student's knowledge of a wide range of literature, the analysis essays assess the student's ability to analyze a specific work of literature.</p>		<p>with the practice of literary interpretation. To introduce students to a comparatist approach to literary studies, emphasizing the cross-fertilization of literary traditions and the ways in which cultural values are embedded and expressed in works of literature.</p>
<p>English 395--Early American Literature--Credit 3 hours. Prerequisite: English 102 or 122H. The major writers and their works from the Colonial Period to 1860.</p> <p>Assessments: The assessments for this course include essay exams, literary analysis essays, and classroom activities which include group projects and reading responses. While the exams assess the student's knowledge of a wide range of literature, the analysis essays assess the student's ability to analyze a specific work of literature.</p>	3.5	<p>Course Goals: 1) to explore a broad spectrum of American works from a variety of genres from the Colonial Period to the Civil War; 2) to gain an understanding of how male and female writers of various races and ethnicities address the significant issues of American experience; 3) to promote understanding of the ways American literature responds to the conditions that shaped antebellum America and its relationship to other nations; 4) to develop skills in close reading, analysis, and synthesis; 5) to encourage independent research and reading</p>
<p>English 396--American Literature since 1860--Credit 3 hours. Prerequisite: English 102 or 122H. Representative writers with attention to trends and innovations in American literature.</p> <p>Assessments: The assessments for this course include essay exams, literary analysis essays, and classroom activities which include group projects and reading responses. While the exams assess the student's knowledge of a wide range of literature, the analysis essays assess the student's ability to analyze a specific work of literature.</p>	3.5	<p>Students will become familiar with the authors and texts of American literature from the late 19th century through the present including works by females and authors of color. Students will be able to discuss the primary themes and concepts that shaped and expressed the changes in the nation and the course of its literature. Students will recognize various literary styles, devices, and structures and be able to discuss them within a given context. Students will engage in literary analysis in both written and oral formats.</p>
<p>English 414--Introduction to Linguistics and Modern Grammars--Credit 3 hours. Prerequisite: English 102 or 122H. A review of the development of linguistic science, a consideration of linguistic methods and applications, and an examination of modern grammars, with emphasis on structural and transformational grammar as applied to English.</p> <p>Assessments: The assessments for this course include three written problem sets (65% of grade), reflections on foundations of teaching (20%), and a final teaching plan as application of knowledge (15%).</p>	3.1, 3.2	<p>Upon successful completion of this course, students will be able to: analyze the sound system (phonology) of American English and its acquisition in both first and second language contexts; analyze the lexical structure (morphology) American English and its acquisition in both first and second language contexts; analyze the grammatical systems (syntax) of American English and their acquisition in both first and second language contexts; analyze the meaning systems (semantics) of American English and their acquisition in both first and second language contexts; analyze the interactional systems (pragmatics) of American English and their acquisition in both first and second language contexts; analyze how English varies according to time, space, and social</p>

		<p>class (historical linguistics, dialectology and sociolinguistics); analyze how English serves as a tool for organizing, perpetuating, and resisting cultural and cross-cultural identities and power relationships; analyze how learners acquire English, both as a first language and as a second or subsequent language; and apply the full range of their linguistic understanding to their own practical needs as teachers (particularly teachers of English as a Second Language), writers, and students of literature.</p>
<p>English 467--The Teaching of Writing--Credit 4 hours. Prerequisites: English 102 or 122H, Junior standing or permission of the Department Head. For prospective and returning teachers. Theory and methods for teaching writing. Emphasis on students' own writing development through hands-on creation of original teaching materials. Students gain practical experience by serving as writing consultants for two hours per week in area schools and/or in the SLU Writing Center. Three hours lecture, and two hours of laboratory per week. Candidates must complete 20 direct teaching hours.</p> <p>Assessments: The assessments for this course include mini lessons (10%), lesson plans (20%), a field experience reflection essay (20%), a final essay exam (10%), a unit plan (30%), and written responses to readings (10%). The application of knowledge to pedagogy is the primary emphasis of the course.</p>	<p>3.1-3.7</p>	<p>By the end of the term, students will have: Demonstrated a strong understanding of important issues in reading and writing theory, research, and practice; Created lesson plans that give equal access to all students, including second language learners, students from diverse educational and social backgrounds, and students with exceptional needs; Researched topics in composition theory that they apply to their own classroom experiences; Gained extensive, direct-contact experience working with developing writers at age-appropriate levels; Developed and practiced a range of methodological options for addressing those issues across contexts of reading and writing instruction; Created detailed lesson plans for teaching writing in an instructional context of your choice, including practical materials for use in the classroom; Developed an ability to use technology as a writing and teaching tool.</p>
<p>English 468--The Teaching of Literature--Credit 3 hours. Prerequisites: Two literature courses in English at the 300/400-level. Junior standing or consent of Department Head. This course prepares English Education majors to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom. Significant field experiences will include educational interactions with students. One to two hours of laboratory per week. Candidates must complete 15 direct teaching hours.</p> <p>Assessments: The assessments for this course include lesson plans (10%), field experience reflection essay (10%), a final essay exam (10%), a unit plan (50%), and written responses to literature and text readings (20%). The application of knowledge to pedagogy is the</p>	<p>3.1-3.7</p>	<p>Teacher candidates will: Guide their own students in reading different literary genres for a variety of purposes, applying appropriate skills and strategies in order to understand and critique what they read. Guide their own students in examining and analyzing some of the major ideas and themes in literature. Use a variety of assessment strategies to analyze and evaluate student performance in reading, interpreting, writing, speaking, and listening. Develop criteria for analyzing reading material appropriate for the adolescent reader. Create an environment in order to support language arts learning among diverse students with individual needs. Become familiar with technology, professional resources, trade books and other materials related to the</p>

<p>primary emphasis of the course.</p>		<p>teaching of literature in today’s classrooms. Develop individual resources—from lesson plans to classroom strategies—for teaching literature. Explore current theories and practices in the teaching of literature. Use literature to promote students’ literary understanding and writing development. Use writing as a tool for assessment in teaching literature. Relate Louisiana State Content Standards and Benchmarks to lesson plans.</p>
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b) Scoring Guides

**Southeastern Louisiana University
Grading System**

Students are graded on the following basis:

- A-work of the highest degree of excellence
- B-good work
- C-average work
- D-work that meets only the minimum requirements for passing
- F-failing work
- P-passing (certain courses only), will not carry quality points, will not be computed in the student’s average, and will not at any time for any purpose be translated into grade A, B, C or D.
- U-unsatisfactory- A non-punitive grade in a remedial or developmental course. No hours attempted are recorded.
- W-withdrawal from a course after the last date to add classes but before the published dates for the last day to withdraw from classes or resign from the University for each semester, term or interim session.
- NC-No Credit—A non-punitive grade assigned to courses in which the student has enrolled but is not eligible to receive academic credit.
- I-The grade of “I” means “incomplete” and is given for work which is of passing quality at examination time but which, because of circumstances beyond student’s control, is not complete. The deficiency must be met by the end of the registration period of the next semester (term) of enrollment unless extended by the student’s dean. “I” grades are removed only by completion of the coursework, not by repeating the course. “I” grades

February 2007

are computed as F grades until changed to a final passing grade. After twelve months following the time it was assigned, the “I” grade cannot be removed.

Students who earn credit through the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), advanced placement, department examinations, or the CEEB Advanced Placement Program will receive Grade P. This grade will not be computed in the student’s average, will not carry quality points and cannot be translated into grade A, B, C or D.

English Department Grading Guidelines 300/400 Level Courses

Assessment Components: Students are assessed in their knowledge of a broad range of literature through midterm and final comprehensive exams and in their interpretive skills, critical analysis, and writing abilities through essay assignments.

Excellent (A): Students who perform at this level demonstrate an ability to analyze a wide variety of genres and an extensive range of literature with fluency of language in both written and oral communication. Their language and reading comprehension skills reveal a mastery of subject matter and writing ability, , and thought-provoking ideas that are original and lucid in both content and manner of presentation. These students are quite knowledgeable about language, literature, oral, visual, and written literacy, as well as research theory and findings.

Outstanding (B): Students who perform at this level may possess some of the skills of the “A” student but may perform inconsistently throughout the semester. These students are able to comprehend and analyze a wide variety of genres and extensive range of literature but may demonstrate less control over language in oral or written projects. Their language skills reveal outstanding abilities but less maturity than the top students. Their writing demonstrates sufficient control over the elements of composition but may lack some of the specificity or effectiveness of the best papers. These students are knowledgeable about language, literature, oral, visual, and written literacy, as well as research theory and findings, but they may show some weaknesses in any one of these areas.

Adequate (C): Students who perform at this level possess adequate skills in oral and written work. These students are able to comprehend and analyze a wide variety of texts but may do so with only adequate ability, revealing inconsistent control of language or interpretive abilities. Their work may need more development or may contain ideas which are pedestrian, trite, or too general. Some details or examples in written work are repetitious or irrelevant. The paragraphs are usually coherent and effective in their development; transitions are clear but may be abrupt, mechanical, or monotonous. Sentence structure and vocabulary are adequate, but there may be a few noticeable errors. These students are knowledgeable to some degree about language, literature, oral, visual, and written literacy, as well as research theory and findings, but they may show some weaknesses in more than one of these areas.

Weak (D): Students who perform at this level possess less than adequate skills in oral and written work. These students are unable to sufficiently comprehend or analyze texts or may do so with only minimal ability, revealing lack of control of language or interpretive abilities. These students may focus on generalities or plot summary in their writing and comments. Their written work may be inconsistent in organization or focus or have noticeable errors in diction, sentence structure, punctuation, or grammar. These students are lacking in knowledge of language, literature, oral, visual, and written literacy, as well as research theory and findings.

Unacceptable (F): Students who perform at this level show a lack of competence in written and oral communication. Their abilities in literary analysis are insufficient and their writing is incoherent, not focused on a single topic, or has no sense of paragraph development and supporting detail. Their writing contains a distracting number of major and minor errors and shows little strength in using language or constructing sentences. These students are lacking in knowledge of language, literature, oral, visual, and written literacy, as well as research theory and findings.

English 101/102 Grading Rubric

A: Excellent	This essay is characterized by masterful control of purpose and by graceful expression. The content is of compelling interest; the organization and style enhance the meaning. The essay shows evidence that the writer regards the audience as intelligent and discriminating. The essay has virtually no mechanical problems.
B: Good	This essay has the clarity and coherence of an adequate essay yet also has depth of content. The organization is impressive. It displays independent thought and a concern for careful expression with virtually no mechanical errors.
C: Adequate	This essay is characterized by clarity of purpose and coherence of structure. Its content is usually not developed beyond the obvious, however, and organization is unsophisticated. It may have a few mechanical errors.

D: Poor This essay, while passing, is not satisfactory. It may lack clear purpose, coherence, or sufficient content. It may have weak use of language and bothersome mechanical errors.

F: Unacceptable This essay is characterized by any of the following: Unclear purpose; incoherent organization; inadequate, irrelevant, or illogical development; little originality of thought; reliance on clichés; inappropriate word choice; ineffective or incorrect sentence structure; numerous or significant problems with mechanics and grammar.

c) Data Tables

**Table 1: Content Course Grades Assessment Results
Required English Content Courses
English Education Program
Completers Fall, 2006 (N=3)
Candidate Data**

Content Courses	Candidate Grades			Course Average	
	Candidate Number	1	2		3
English 101--Freshman Composition		C	A	P	3.0
English 102--Critical Reading and Writing		B	A	A	3.66
English 301—English Literature to the Restoration		B	A	A	3.66
English 303—English Literature from the Restoration		B	A	A	3.66
English 312—Advanced Grammar		B	A	B	3.33
English 351—Literature in Translation		A	A	B	3.66

English 395—Early American Literature	B	A	A	3.66
English 396—American Literature since 1860	B	A	B	3.33
English 414—Introduction to Linguistics and Modern Grammars	A	A	A	4.0
English 467—The Teaching of Writing	A	A	A	4.0
English 468—The Teaching of Literature	A	A	A	4.0
Candidate Average	3.27	4.0	3.6	
Candidate GPA Range: 3.27-4.0				Course Range 3.0-4.0

The English Department requires a minimum score of C in all English content courses. Students may receive a P in English 101 and/or 102 if ACT English scores are 29 or above. Students who earn credit through the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), advanced placement, department examinations, or the CEEB Advanced Placement Program will receive Grade P. This grade will not be computed in the student’s average, will not carry quality points and cannot be translated into grade A, B, C or D.

**Table 2: Content Course Grades Assessment Results
Required English Content Courses
Grade Distribution
Completers Fall, 2006 (N=3)**

Candidate Grades	A	B	C	P
Content Courses	No./%	No./%	No./%	No./%
English 101--Freshman Composition	1/33	0/0	1/33	1/33
English 102--Critical Reading and Writing	2/66	1/33	0/0	0/0
English 301—English Literature to the Restoration	2/66	1/33	0/0	0/0
English 303—English Literature from the Restoration	2/66	1/33	0/0	0/0
English 312—Advanced Grammar	1/33	2/66	0/0	0/0
English 351—Literature in Translation	2/66	1/33	0/0	0/0
English 395—Early American Literature	2/66	1/33	0/0	0/0
English 396—American Literature since 1860	1/33	2/66	0/0	0/0
English 414—Introduction to Linguistics and Modern Grammars	3/100	0/0	0/0	0/0
English 467—The Teaching of Writing	3/100	0/0	0/0	0/0
English 468—The Teaching of Literature	3/100	0/0	0/0	0/0

The chart above notes the number and percentage of candidates who scored at each grade level.

**Table 3: Content Course Grades Assessment Results
Required English Content Courses
Completers Spring, 2007 (N=10)
Candidate Data**

Candidate Number	1	2	3	4	5	6	7	8	9	10	Course Average
Content Courses											
English 101--Freshman Composition	B	C	A	B	A	A	A	B	A	A	3.5
English 102--Critical Reading and Writing	C	B	B	C	A	B	B	B	A	A	2.9
English 301—English Literature to the Restoration	B	B	B	A	B	B	B	B	B	B	3.1
English 303—English Literature from the	B	A	B	B	A	A	A	A	A	A	3.7

Restoration											
English 312—Advanced Grammar	A	B	A	B	A	A	C	A	A	B	3.5
English 351—Literature in Translation	A	B	B	C	B	A	A	B	A	A	3.4
English 395—Early American Literature	C	A	B	C	A	B	B	B	B	B	2.8
English 396—American Literature since 1860	A	A	A	C	A	A	A	A	B	A	3.7
English 414—Introduction to Linguistics and Modern Grammars	B	A	A	A	B	A	A	B	B	B	3.5
English 467—The Teaching of Writing	A	A	A	A	A	A	A	A	A	A	4.0
English 468—The Teaching of Literature	A	A	B	A	B	A	B	A	A	A	3.7
Candidate Average	3.2	3.4	3.4	3.0	3.6	3.7	3.4	3.4	3.6	3.6	
Candidate GPA Range 3.0-3.7											Course Range 2.8-4.0

The English Department requires a minimum score of C in all English content courses. Students may receive a P in English 101 and/or 102 if ACT English scores are 29 or above. Students who earn credit through the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), advanced placement, department examinations, or the CEEB Advanced Placement Program will receive Grade P. This grade will not be computed in the student’s average, will not carry quality points and cannot be translated into grade A, B, C or D.

**Table 4: Content Course Grades Assessment Results
Required English Content Courses
Grade Distribution
Completers Spring, 2007 (N=10)**

Candidate Grades	A	B	C	P
Content Courses	No./%	No./%	No./%	No./%
English 101--Freshman Composition	6/60	3/30	1/10	0/0
English 102--Critical Reading and Writing	3/30	5/50	2/20	0/0
English 301—English Literature to the Restoration	1/10	9/90	0/0	0/0
English 303—English Literature from the Restoration	7/70	3/30	0/0	0/0
English 312—Advanced Grammar	6/60	3/30	1/10	0/0
English 351—Literature in Translation	5/50	4/40	1/10	0/0
English 395—Early American Literature	2/20	6/60	2/20	0/0
English 396—American Literature since 1860	8/80	1/10	1/10	0/0
English 414—Introduction to Linguistics and Modern Grammars	5/50	5/50	0/0	0/0
English 467—The Teaching of Writing	10/100	0/0	0/0	0/0
English 468—The Teaching of Literature	7/70	3/30	0/0	0/0

The chart above notes the number and percentage of candidates who scored at each grade level.

**Table 5: Content Course Grades Assessment Results
Grade Distribution and GPA
Required English Content Courses
English Education Program
2006-2007 Academic Year
Completers (N=13)**

Candidate GPA Range: 3.0-4.0

September 2007

Candidate Grades	A	B	C	P
Content Courses	No./%	No./%	No./%	No./%
English 101--Freshman Composition	7/54	3/23	2/15	1/7
English 102--Critical Reading and Writing	5/38	6/46	2/15	0/0
English 301—English Literature to the Restoration	3/23	10/77	0/0	0/0
English 303—English Literature from the Restoration	9/69	4/31	0/0	0/0
English 312—Advanced Grammar	7/54	5/38	1/7	0/0
English 351—Literature in Translation	7/54	5/38	1/7	0/0
English 395—Early American Literature	4/31	7/54	2/15	0/0
English 396—American Literature since 1860	9/69	3/23	1/7	0/0
English 414—Introduction to Linguistics and Modern Grammars	8/61	5/38	0/0	0/0
English 467—The Teaching of Writing	13/100	0/0	0/0	0/0
English 468—The Teaching of Literature	10/77	3/23	0/0	0/0
Totals	82/57	51/36	9/6	1/1

The chart above notes the number and percentage of candidates who scored at each grade level.

The English Department requires a minimum score of C in all English content courses. Students may receive a P in English 101 and/or 102 if ACT English scores are 29 or above. Students who earn credit through the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), advanced placement, department examinations, or the CEEB Advanced Placement Program will receive Grade P. This grade will not be computed in the student's average, will not carry quality points and cannot be translated into grade A, B, C or D.

Section VI—Revised Report

This revised report addresses concerns expressed by reviewers in our initial review report. Faculty members from the English Department and the College of Education have worked together to make the necessary changes in the review and are providing several new assessments as well as some clarifications of previous assessments.

With careful attention to comments from the National Recognition Report, extensive revisions have been made. Listed below are the section labels from the review along with changes we have made to address the reviewers' comments.

Part B—Status of Meeting SPA Standards

The following standards were noted as “not met” in our original report. The following changes have been made to address these deficiencies.

Standard 2.2—now met through Assessments 2, 3, 4, 6, and 7

Standard 3.1—now met through Assessment 1, 2, 3, 4, 6, 7, and 8

Standard 3.2—now met through Assessment 1, 2, 4, 6, 7, and 8

Standard 3.3—now met through Assessment 1, 2, 6, and 8

Standard 3.4—now met through Assessment 1, 2, 4, 6, 7, and 8

Standard 3.5—now met through Assessment 1, 2, 4, 6, and 8

Standard 3.6—now met through Assessment 1, 2, 3, 4, 6, 7, and 8

Standard 3.7—now met through Assessment 1, 2, 6, 7, and 8

Part C—Evaluation of Program Report Evidence

C.1—Candidates' knowledge of content

Assessments 1 and 6—Praxis II English Content and English Pedagogy Tests have been combined into one assessment—now Assessment 1. While they are considered “not sufficient” for meeting NCTE standards, they must be included in our list of assessments as our state licensure assessment. We did not submit this assessment since we were told to submit only those assessments which addressed standards which were not met in the previous report.

Assessment 2—The Major Field Assessment and the Exit Survey have been deleted from the report and replaced with a new content knowledge assessment called Candidate Knowledge Assessment.

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

Assessments 3 and 4—Information clarifying the scoring rubrics has been added to both assessments, but these assessments have not been re-submitted. We were told to submit only those assessments which addressed standards which were not met in the previous report.

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

Assessment 5—Clarification of the specific connection between English language arts standards and this assessment has been added to the narrative. We did not submit this assessment since we were told to submit only those assessments which addressed standards which were not met in the previous report.

Part E—Areas for Consideration

- 1) We have redesigned Assessment 2 as suggested.
- 2) We have eliminated the Exit Survey from our report.
- 3) We have added three new assessments to provide evidence of content and pedagogy standards alignment.

Part F—Additional Comments

F.1—Comments on context and other topics not covered in Parts B-E:

We have designed a new Candidate Completers Chart and submitted it with our revisions.

We have also searched our narrative for any mention of a post-baccalaureate program, but we find no such comment. This remains a review of our undergraduate program.

Section II contains our revised list of assessments. Following are the details of why those changes have been made.

Assessment 1—Praxis Content Knowledge Test and Praxis Pedagogy Test

These assessments were listed as two separate assessments (Assessments 1 and 6) on the original report. After receiving reviewers' comments about NCTE's lack of endorsement for these assessments (C1), it was decided to combine the two assessments into one and to combine the data tables for the two tests. While NCTE does not endorse the alignment of the tests with its standards, both tests are required for state licensure and must be included as assessments in our report. This assessment was not submitted with the revised report since it did not address standards "not met" in our initial review.

Assessment 2—Candidate Knowledge Assessment

In an effort to show the extensive content knowledge of our candidates, we are adding this new assessment of candidate knowledge. Reviewers advised us to drop our Major Field Assessment (C1), so we have added this assessment with scoring guidelines and complete data charts on content knowledge. We have also provided documentation of alignment between the assessment components and NCTE standards.

Assessment 3—Methods Assessment Rubric

Reviewers had very few comments about this assessment. As suggested by comments in the recognition report (C2), we added an explanation of the levels of proficiency for the scoring rubric. We also clarified alignment with standards. This assessment was not submitted with the revised report since it did not address standards "not met" in our initial review.

Assessment 4—Final Report on Student Teaching

Reviewers had very few comments about this assessment as well. Again, as suggested by comments in the recognition report (C2), we added an explanation of the levels of proficiency for the scoring rubric. We also clarified alignment with standards. This assessment was not submitted with the revised report since it did not address standards "not met" in our initial review.

Assessment 5—Portfolio Assessment Plan

Reviewer comments on this assessment indicated a need for us to tailor the assessment plan to English language arts (C3). We have clarified the specific connection between this assessment and the English language arts in the narrative for the assessment. This assessment was not submitted with the revised report since it did not address standards "not met" in our initial review.

Assessment 6—Thematic Unit Plan

February 2007

This new assessment has been added to our report in an effort to address content standards as well as some pedagogy standards, especially those cited as “not met” in Part B of the reviewers’ report. Details have been provided on the specifics of this unit along with an explanation of alignment with NCTE standards and complete data charts.

Assessment 7—Composition Unit Plan

This new assessment has also been added to our report in an effort to address content standards as well as some pedagogy standards, especially those cited as “not met” in Part B of the reviewers’ report. Details have been provided on the specifics of this unit along with an explanation of alignment with NCTE standards and complete data charts.

Assessment 8—Content Course Grades

In an effort to show the extensive content knowledge of our candidates, we are adding this new assessment of content course grades. Reviewers advised us to drop our Major Field Assessment (C1), so we added this assessment with department scoring guidelines and complete data charts on content knowledge. We have also provided documentation of alignment between these courses and NCTE standards along with catalogue course descriptions and syllabus course objectives.

Items Submitted in this Revised Report

Section I—Candidate and Completers Chart

Section II—Revised with new assessments

Section III—Revised with new assessments and standards now addressed

Assessment 2—Candidate Knowledge Assessment--new assessment

Assessment 6—Thematic Unit Plan—new assessment

Assessment 7—Composition Unit Plan—new assessment

Assessment 8—Content Course Grades—new assessment

Section VI—Explanation of revisions