

# Program Report for the Preparation of English Language Arts Teachers National Council of Teachers of English (NCTE) 2012 Standards - Option A

NCATE approved the 2012 NCTE Standards in 2012. Beginning in Spring 2015, all programs submitting SPA reports must use the 2012 standards.

## COVER SHEET

1. Institution Name

Clarion University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

03 / 15 / 2018

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

B.S.Ed. in Secondary English Education

7. CAEP Category

English Language Arts Education

8. Grade levels<sup>(1)</sup> for which candidates are being prepared

7-12

(1) e.g. 7-12, 9-12, K-12

9. Program Type  
 First teaching license
10. Degree or award level  
 Baccalaureate  
 Post Baccalaureate  
 Master's
11. Is this program offered at more than one site?  
 Yes  
 No
12. If your answer is "yes" to above question, list the sites at which the program is offered
13. Title of the state license for which candidates are prepared
14. Program report status:  
 Initial Review  
 Response to One of the Following Decisions: Further Development Required or Recognition with Probation  
 Response to National Recognition With Conditions
15. Is your Educator Preparation Provider (EPP) seeking  
 CAEP accreditation for the first time (initial accreditation)  
 Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:  
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?  
 Yes  
 No

## SECTION I - CONTEXT

- Description of any state or institutional policies that may influence the application of NCTE standards. (Response limited to 4,000 characters)
- Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)
- Description of the criteria for admission to the program, including required overall GPAs and minimum grade requirements for English content courses accepted by the program. Also describe any other requirements such as standardized testing results, recommendations, and/or entrance portfolios. (Response limited to 4,000 characters)
- This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, PDF files, and other commonly used file formats are acceptable.
- Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
- Candidate Information  
 Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

- Faculty Information  
 Directions: Complete the following information for each faculty member responsible for key content and professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University <sup>(3)</sup>	
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations,	

and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge in English(required)			
Assessment #3: Candidate ability to plan instruction (required)			
Assessment #4: Student teaching or internship (required)			
Assessment #5: Candidate effect on student leaning (required)			
Assessment #6: Additional assessment that addresses NCTE standards (required)			
Assessment #7: Additional assessment that addresses NCTE standards (optional)			
Assessment #8: Additional assessment that addresses NCTE standards (optional)			

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

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

(12) 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.

1. CONTENT KNOWLEDGE

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

#1 #2 #3 #4 #5 #6 #7 #8

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>							

2. CONTENT KNOWLEDGE

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

#1 #2 #3 #4 #5 #6 #7 #8

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English Language Arts content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

#1	#2	#3	#4	#5	#6	#7	#8
<input type="checkbox"/>							

3. CONTENT PEDAGOGY: Planning Literature and Reading Instruction in English Language Arts

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

#1 #2 #3 #4 #5 #6 #7 #8

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

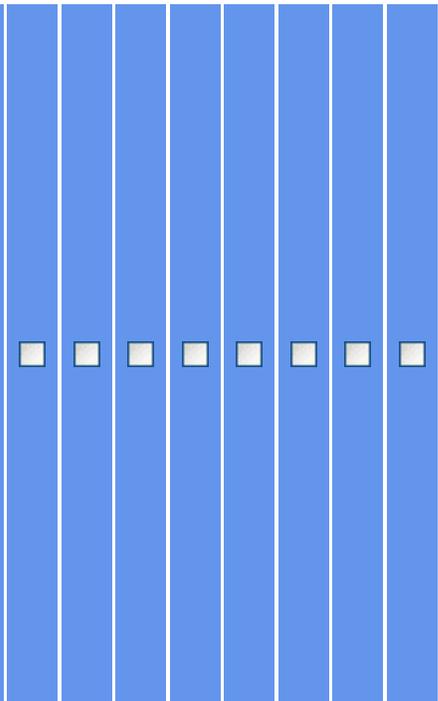
#1	#2	#3	#4	#5	#6	#7	#8
■	■	■	■	■	■	■	■



learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.



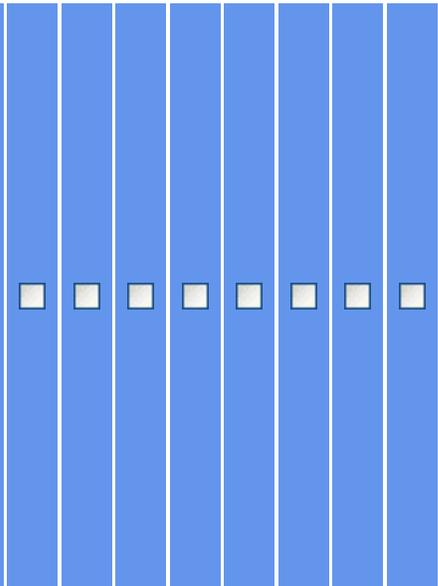
6. PROFESSIONAL KNOWLEDGE AND SKILLS

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

#1 #2 #3 #4 #5 #6 #7 #8

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English Language Arts.

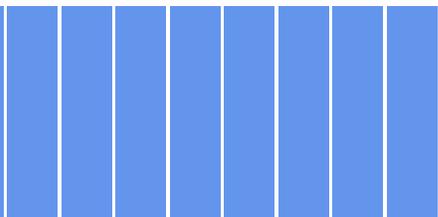


7. PROFESSIONAL KNOWLEDGE AND SKILLS

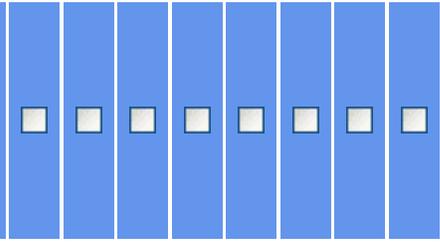
Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

#1 #2 #3 #4 #5 #6 #7 #8

Element 1: Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts.



Element 2: Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.



## SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP's Standard 1:

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

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

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubrics for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL: <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedure>

1. Data licensure tests for content knowledge in English language arts. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

2. Assessment of content knowledge in English language arts.<sup>(13)</sup> (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

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(13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3

See the Attachment panel.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4

See the Attachment panel.

5. Assessment that demonstrates candidate effects on student learning. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5

See the Attachment panel.

6. Additional assessment that addresses NCTE Standards (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6

See the Attachment panel.

7. Additional assessment that addresses NCTE standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 7

See the Attachment panel.

8. Additional assessment that addresses NCTE standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment 8

See the Attachment panel.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

The National Recognition Report called for the following conditions to be met for the program to obtain full national recognition:

. Provide evidence that NCTE standards form the basis for each assignment, rubric, and analysis for Assessments 3-8. This can come on the form of revising the rubrics to include more specific language from the standards and elements so that it is clear that those elements are being addressed within the assessment system.

We have revised the rubrics considerably. Note that some assessments draw from particular sections or aspects of individual instruments, but no assessment uses the same part of an instrument twice.

Assessment 3. We have revised the rubric in accordance with the review's comments. Whereas the old rubric began with the instrument and embedded multiple standards and elements each section, the revised rubric does the opposite: it starts with each standard and element, and then aligns it with a corresponding aspect of the instrument.

Assessment 4: We have revised the rubric in accordance with the review's comments. Whereas the old rubric began with the instrument and embedded multiple standards and elements each section, the revised rubric does the opposite: it starts with each standard and element, and then aligns it with a corresponding aspect of the instrument.

Assessment 5: We have revised the rubric in accordance with the review's comments. Whereas the old rubric began with the instrument and embedded multiple standards and elements each section, the revised rubric does the opposite: it starts with each standard and element, and then aligns it with a corresponding aspect of the instrument. Note: Assessment 5 draws from two instruments, the Student Teacher Performance Profile and the Action Research Plan.

Assessment 6: We have revised the rubric in accordance with the review's comments. Whereas the old rubric began with the instrument and embedded multiple standards and elements each section, the revised rubric does the opposite: it starts with each standard and element, and then aligns it with a

corresponding aspect of the instrument. Note: Assessment 6 draws from two instruments, the Thematic Unit Plan and the Location Assignment.

Assessment 7: We intended the original version of Assessment 7 to augment the reporting of Assessment 4, by emphasizing the ELA-specific aspects of 4's instrument, the Student Teaching Performance Profile or STPP. We wanted to show candidate content knowledge as assessed in the field to augment classroom learning. The revision process, especially using the standards and elements to illuminate the assessment instruments, shows us the redundancy of Assessment 7 in its current form. We decided to leave it, revised along the lines of the other rubrics, for consistency between this report and its earlier version.

Assessment 8: We have revised the rubric in accordance with the review's comments. Whereas the old rubric began with the instrument and embedded multiple standards and elements each section, the revised rubric does the opposite: it starts with each standard and element, and then aligns it with a corresponding aspect of the instrument. Note: Assessment 8 draws from two instruments, the Student Teaching Performance Profile and the Location Reflection Report.

**Please click "Next"**

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