

New Program Proposal
Bachelor of Arts in English with Secondary English Language Arts Licensure
University of South Carolina Beaufort (USCB)

Summary

University of South Carolina Beaufort (USCB) requests approval to offer a program leading to the Bachelor of Arts in English with Secondary English Language Arts, to be implemented in Fall 2018. The proposed program is to be offered through traditional instruction. The program will lead to licensure in Secondary English in grades 9-12. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

| Stages of Consideration | Date | Comments |
|--------------------------------|-------------|---|
| Program Proposal Received | 5/11/17 | Not Applicable |
| ACAP Consideration | 09/14/17 | <p>University of South Carolina Beaufort representatives introduced the program, citing the need for additional English teachers in the immediate area (Colleton, Hampton, Jasper, and Beaufort) as well as across the state. Specifically, USCB referred to statistics from the Center for Educator Recruitment and Retention (CERRA) 2016-17 Supply and Demand Survey. Results show there were over 2,000 licensed English/Language Arts (ELA) teaching positions in SC high schools with over ten percent (10%) of those positions filled by newly hired certified teachers. In addition, there were 17 vacant positions.</p> <p>ACAP members inquired how the proposed program would impact or benefit from the current English degree. USCB representatives indicated the current English degree offered some flexibility since the first two years of both degrees (English and English Education) are very similar, allowing a student to choose English Education at the end of their sophomore year.</p> <p>CHE staff inquired about USC Board of Trustees approval and USCB representatives indicated they would verify and transmit the approval date. Staff continued with questions related to partnerships with the stated local districts and USCB clarified that the partnerships are required for the accreditation process. Staff also sought clarification on the references to middle level certification in the proposal for a program leading to secondary certification. USCB explained that a current legislative proviso allows secondary certified teachers to teach in the middle level setting.</p> |

| Stages of Consideration | Date | Comments |
|---|---------|---|
| | | After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity. |
| Comments, questions, and suggestions from CHE staff sent to the institution | 9/20/17 | Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Clarify the partnership USCB has with Jasper, Colleton and Hampton County school districts. Specifically, verify the number of field placements in those districts and how many USCB graduates have secured employment in those districts; • Clarify the cited sources for current employment opportunities; • Confirm the number of Secondary English Education faculty who will work with this program to sustain the required observations for practica and internships; and • Clarify the cost related to the new hire in secondary English. |
| Revised Program Proposals Received | 10/5/17 | The revised proposal satisfactorily addressed the requested revisions. |

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Bachelor of Arts in English with Secondary English Language Arts to be implemented in Fall 2018.

Name of Institution
 University of South Carolina Beaufort (USCB)

Name of Program (include concentrations, options, and tracks)
 Bachelor of Arts in English, with Secondary English Language Arts Licensure

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation
 Fall 2018

CIP Code
 23.0101

Delivery Site(s)
 50901 - Historic Beaufort Campus
 50903 - Hilton Head Gateway (Main) Campus

Delivery Mode

- Traditional/face-to-face*
 *select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

- Robert Kilgore, Associate Professor of English, and Dean, School of Humanities and Social Sciences, 843-208-8210, kilgorer@uscb.edu
- Lauren Hoffer, Associate Professor of English, and Chair, Department of English, Theater, and Liberal Studies, 843-208-8229, hoffer@uscb.edu
- Rachel L.H. Burns, Assistant Professor of Education, and Accreditation Coordinator, Department of Education, 843-208-820, harveyr@uscb.edu

Institutional Approvals and Dates of Approval

| Evaluating Unit | Approval Date |
|---|---------------|
| USCB Courses & Curricula | 9/18/2015 |
| USCB Faculty Senate | 9/25/2015 |
| USCB Chancellor | 1/19/17 |
| USC system President | 1/20/17 |
| USC Board of Trustees Academic Affairs & Faculty Liaison Committee | 6/9/17 |
| USC Board of Trustees | 6/23/17 |

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of the existing B.A. in English at USCB is to cultivate in its students a broad cultural awareness and the ability to read carefully, think critically and write effectively, through study of literature, cultural and textual analysis, writing, and the English language itself. The proposed B.A. in English, with Secondary English Language Arts (ELA) Licensure extends these purposes to prepare students for secondary education licensure and careers in teaching. The program will target students from USCB's four county service region and is central to USCB's mission.

The proposed program directly supports three key areas of USCB's mission:

1) USCB offers baccalaureate degrees that "respond to regional needs, draw upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service.

- As noted above, this program responds to regional needs. The region consists of highly differentiated communities on social levels. Its infrastructures pertaining to family, government, schools, the economy, sports, science, art, health and medicine, all warrant a trained and educated populace.
- As the region continues to grow, the need for teachers in multiple disciplines will increase. Teachers in Secondary English will be valued highly in the region.

2) USCB "offers degree programs in the arts, humanities, professions, and social and natural sciences."

- The B.A. with a major in in English, with Secondary English Language Arts Licensure at USCB will interface with Secondary Teacher Education program in Biology and Mathematics, and will contribute to the expanding roles of the Education Department.

List the program objectives. (2000 characters)

The main objective of the proposed program is to produce knowledgeable, qualified, and professional secondary teachers in English Language Arts, in accordance with South Carolina standards and with the National Council for Teachers of English (NCTE) Standards for Initial Preparation of Teachers (Grades 7-12). The program will produce teacher candidates who...

- 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,
- demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users,
- plan instruction and design assessments for reading and the study of literature to promote learning for all students,
- plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students,
- plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs,
- 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,
- 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.

The program, as a B.A. in English, will also produce graduates with the strong reading and writing skills characteristic of English graduates and prepare them for the wide range of career opportunities beyond teaching, if they choose not to teach.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Institutionally, the program is needed to help USCB live more fully into its mission. The *Chronicle of Higher Education* has recognized USCB as the fifth fastest growing public undergraduate university in the United States over the decade from 2005 to 2015, and yet USCB is the only public comprehensive teaching institution in South Carolina that does not provide the means for a student to be recommended for licensure in secondary ELA. USCB already offers a B.A. in English, as well as a B.S. in Mathematics with secondary licensure and B.S. programs in Early Childhood and Elementary Education. Many of our students frequently ask about how to become secondary ELA teachers, and, in our exit surveys, tell us we need to create a route to licensure.

Our existing teacher preparation programs have productive relationships with our local school districts.; we currently have practica and internship placement MOUs with the school districts in Beaufort, Jasper, Colleton, and Hampton counties. USCB has placed five interns (student teachers) and one student observer in the Colleton Co. School District since the Fall 2015 semester and one intern in Hampton I. Currently, we have one 2017 graduate teaching in Jasper Co. Schools, two graduates (Fall 2015 and Fall 2016) teaching in Hampton I and two 2016-2017 graduates teaching in Colleton County Schools. USCB Faculty have further been engaged in formal and informal work with the districts (e.g., ongoing professional development, workshops, coordination of homework clubs and parent support groups).

There is also a local need for this proposed program. The Beaufort and Jasper Co. School Districts have both written letters of support for this program. The Beaufort Co. district tells us that annually there are "on average 17-19 vacancies for Secondary English Teachers due to resignations, retirements, or terminations," and that they will need an additional two Secondary English Teachers annually through 2021-22. The population of Beaufort Co. is expected to grow by 32.8% by 2030 (outstripping the state growth rate of 17.8%), according to projections by the SC Revenue and Fiscal Affairs Office of 2010 Census Data. Further, Hampton II and the Jasper district are participants in SC's Rural Teacher Recruiting Initiative, begun in 2015—as our program grows, we will help meet these needs.

The most recent supply and demand survey report, for the 2016-17 school year from SC's Center for Educator Recruitment, Retention, and Advancement (CERRA) shows there were 2038.71 licensed ELA teaching positions (FTEs) in SC high schools. There were more licensed teaching positions in ELA than in any other high school subject area. 262.5 FTE positions in secondary ELA were filled by newly hired certified teachers, and there were 17.0 vacant positions for secondary ELA at the beginning of the academic year. South Carolina's 2014 "Read to Succeed Act" speaks to the great need for teachers who can and will help South Carolina's K-12 students read and write more effectively and critically, a demand this program helps address.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

| Occupation (SOC Code) | Expected Number of Jobs (2024) | Employment Projection (2014 to 2024) | Data Source |
|--|---------------------------------------|---|--|
| Secondary school teachers, except special and career / technical education (25-2031) | 1,017,500 (US); 15,700 (SC) | 55,900 [5.8%] growth, 228,100 replace (US); 940 [6.4%] growth (SC) | Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW) |
| Librarians (25-4021) | 145,700 (US); 2,250 (SC) | 2,700 [1.9%] growth, 26,800 replace (US); 40 [2.1%] growth (SC) | Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW) |
| Public relations specialists (27-3031) | 255,6000 (US); 3,100 (SC) | 14,900 [6.2%] growth, 28,700 replace (US); 200 [6.8%] growth (SC) | Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW) |
| Technical writers (27-3042) | 57,300 (US); 590 (SC) | 5,300 [10.2%] growth, 11,900 replace (US); 60 [10.3%] growth (SC) | Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW) |
| Writers and authors (27-3043) | 139,700 (US); 610 (SC, 2022 proj.) | 3,100 [2.3%] growth, 23,000 replace (US); 40 [7.2%] growth (SC, 2022 proj.) | Bureau of Labor Statistics (BLS), U.S. Department of Labor and South Carolina Department of Employment and Workforce (SCDEW) |

Provide additional information regarding anticipated employment opportunities for graduates.
 (1000 characters)

Our existing teacher preparation programs have productive relationships with our local school districts.; we currently have practica and internship placement MOUs with the school districts in Beaufort, Jasper, Colleton, and Hampton counties. USCB has placed five interns (student teachers) and one student observer in the Colleton Co. School District since the Fall 2015 semester and one intern in Hampton I. Currently, we have one 2017 graduate teaching in Jasper Co. Schools, two graduates (Fall 2015 and Fall 2016) teaching in Hampton I and two 2016-2017 graduates teaching in Colleton County Schools. USCB Faculty have further been engaged in formal and informal work with the districts (e.g., ongoing professional development, workshops, coordination of homework clubs and parent support groups).

There is also a local need for this proposed program. The Beaufort and Jasper Co. School Districts have both written letters of support for this program. The Beaufort Co. district tells us that annually there are “on average 17-19 vacancies for Secondary English Teachers due to resignations, retirements, or terminations,” and that they will need an additional two Secondary English Teachers annually through 2021-22. The population of Beaufort Co. is expected to grow by 32.8% by 2030 (outstripping the state growth rate of 17.8%), according to projections by the SC Revenue and Fiscal Affairs Office of 2010 Census Data. Further, Hampton II and the Jasper district are participants in SC’s Rural Teacher Recruiting Initiative, begun in 2015—as our program grows, we will help meet these needs.

South Carolina Student Loan provides loan forgiveness for teachers willing to teach in certain schools they call “Critical Geographic Schools.” For the 2016-17 school year, these schools include Whale Branch Early College (Beaufort), Ridgeland-Hardeeville (Jasper), Wade Hampton (Hampton 1), Estill (Hampton 2), and Colleton High.

The most recent supply and demand survey report, for the 2016-17 school year from SC’s Center for Educator Recruitment, Retention, and Advancement (CERRA) shows there were 2038.71 licensed ELA teaching positions (FTEs) in SC high schools. There were more licensed teaching positions in ELA than in any other high school subject area. 262.5 FTE positions in secondary ELA were filled by newly hired certified teachers, and there were 17.0 vacant positions for secondary ELA at the beginning of the academic year. South Carolina’s 2014 “Read to Succeed Act” speaks to the great need for teachers who can and will help South Carolina’s K-12 students read and write more effectively and critically, a demand this program helps address.

The chart above also includes a variety of professions other than teaching because of the broad applicability of the English degree should the graduate decide not to teach.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The addition of a Bachelors of Arts in English, with Secondary ELA Licensure will complement the current English degree and Education degrees. Students of the new degree will take many courses currently provided for the English major as well as many Education courses currently provided for the Mathematics majors on the Secondary Teacher Education track and projected Biology Secondary Teacher degree. This will help fill some courses that presently have small enrollments while expanding others that are near maximum seating.

List of Similar Programs in South Carolina
(Due to space constraints, this is a partial list.)

| Program Name (CIP) | Institution | Similarities | Differences |
|---|---------------------------------|--|--|
| BA, English Teacher Education (13.1305) | Charleston Southern University | Lowcountry, but 96 miles from Hilton Head Gateway (Main) Campus | BS in Education, specialization in English |
| BS, Secondary Education and English (13.1205) | College of Charleston | Lowcountry, but 94 miles from Hilton Head Gateway (Main) Campus 36 cr. ENGL content | 122 credits total. 33 cr. EDUC |
| BA, English, concentration in Teacher Education (23.0101) | Francis Marion University | BA in English, with licensure program | 126 credits total 34 cr. ENGL 39 cr. EDUC |
| BA, English, concentration in Secondary Education (23.0101) | Lander University | BA in English, with licensure program 36 cr. ENGL | 124 credits total 33 cr. EDUC |
| BA, English, concentration in Secondary Education (23.0101) | South Carolina State University | BA in English, with licensure program | 128 credits total 37 cr. ENGL 34 cr. EDUC |
| BAEd, Secondary Education, English (13.1205) | USC Aiken | USC Senior Campus | BAEd, specialization in English 136 credits total 48 cr. ENGL 40 cr. EDUC |
| BAEd, Secondary Teacher Education, English (13.1205) | USC Upstate | USC Senior Campus | BAEd, specialization in English 126 credits total 39 cr. ENGL 43 cr. EDUC |

Description of the Program

| Projected Enrollment | | | | | | |
|----------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year | Fall | | Spring | | Summer | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2018-19 | 5* | 75 | 5 | 75 | | |
| 2019-20 | 10** | 150 | 10 | 150 | | |
| 2020-21 | 15*** | 225 | 15 | 225 | | |
| 2021-22 | 18**** | 270 | 18 | 270 | | |
| 2022-23 | 20***** | 300 | 20 | 300 | | |

* 2 new freshmen, 2 transfer sophomores, 1 transfer juniors.

** 3 new freshmen, 4 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed

*** 4 new freshmen, 8 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 1 graduated

**** 4 new freshmen, 11 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 3 students graduated

***** 4 new freshmen, 13 continuing students, 2 transfer sophomores, 1 transfer juniors, 1 student departed, 4 students graduated

Assumptions:

- The program is a four-year program;
- 2 students new to the institution will enroll in the first year, 3 the next, 4 the next, and each year thereafter;
- 2 sophomores and 1 junior will transfer into the program each year, either from other institutions or from other programs within USCB (including “undeclared”);
- New students will enter the program in the fall semester;
- There will be some attrition between academic years; Students will take 12+ credit hours per semester.

Our goal is to reach and to maintain five completers/year (completers who are recommended for licensure). Anticipated recruitment activities include increased support of local Teacher Cadet programs, publicizing the Rural Teacher Recruitment Initiative, hosting events on campus, participating in events and guest teaching in local high schools, continuing existing relationships with high school guidance counselors, working on ongoing efforts of USCB’s admissions and advancement offices, assist USCB development efforts to establish scholarships for prospective students who intend to teach Secondary ELA, entering into an articulation agreement with the Technical College of the Lowcountry, and recruiting amongst USCB students (and current English majors) in course work and extracurricular activities (such as USCB’s Major/Minor Fair).

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Students who are seeking to complete BA in English, Secondary ELA Licensure must formally apply to the Professional Program. Admission decisions will be made by the English Teacher Education Committee, consisting of at least four tenured/tenure-eligible faculty members (3 from English, 1 from Education). Applicants will need to have earned at least 60 undergraduate credits and will need to meet the following requirements:

- Cumulative GPA of at least 2.75 in all undergraduate course work.
- Completion of the following with a minimum GPA of 3.0 and a grade of “C” or better in each course—
 - English: ENGL 101 or 105, ENGL 102 or 106, and three courses at the 200 level
 - Speech: COMM 140 or 230
 - Psychology: PSYC 101; EDPY 335
 - Education: EDCI 210 and 243, EDFO 321
- Passing scores on all three sections of the Praxis Core Academic Skills for Educators tests, received by the Department of English, Theater, and Liberal Studies
- Successful completion of the Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division.
- Successful completion of 25 hours of youth experiences or the Teacher Cadet Program.
- Successful completion of the application and essay.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

USCB has already established the PASSPORT program with the Technical College of the Lowcountry (TCL) to plan for optimal transition of TCL graduates into USCB. Once the proposed program has been approved by the SC CHE and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), USCB will work with TCL and other two-year colleges on articulation agreements to build a path for graduates to gain entrance to USCB. USCB already has articulation agreements in place with TCL for Elementary and Early Childhood Education programs.

For ease of transfer, the Statewide Articulation Agreement of 86 courses approved by the SC CHE for transfer from two-to-four-year public institutions is applicable to all public institutions, including two-year institutions and institutions within the same system. This list of courses is available on the SC CHE and SC TRAC websites. Additionally, coursework (i.e., individual courses, transfer blocks, and statewide agreements) covered within this transfer policy will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

| Curriculum by Year | | | | | |
|--|--------------|---|--------------|----------------------|--------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 1 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 101: Composition —or— ENGL 105: Enhanced Composition | 3 | ENGL 102: Composition and Literature —or— ENGL 106: Enhanced Comp and Literature | 3 | | |
| COMM 140 or 230 (Speech) | 3 | History 101, 102, 111, 112, 115, or 116 | 3 | | |
| Numerical and Analytical Reasoning | 3 | Numerical and Analytical Reasoning | 3 | | |
| Fine Arts | 3 | Natural Science with Lab | 4 | | |
| Foreign Language (101) | 3 | Foreign Language (102) | 3 | | |
| <i>Take Praxis Core Exam.</i> | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| 15 | | 16 | | | |
| Year 2 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 200: Intro to English Studies | 3 | ENGL 288: English Literature I | 3 | | |
| ENGL 270: World Literature | 3 | ENGL 289: English Literature II | 3 | | |
| ENGL 287: American Literature | 3 | ENGL 460: Advanced Composition | 3 | | |
| PSYC 101: Intro to Psychology | 3 | Natural Science without Lab | 3 | | |
| EDCI 210: Observation and Analysis | 3 | EDCI 243: Tech Resources for Teaching | 3 | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| 15 | | 15 | | | |
| Year 3 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 432: Literature for Young Adults | 3 | ENGL 442: Principles of Modern Literary Theory | 3 | | |
| ENGL 450: English Grammar | 3 | ENGL 453: Development of the English Language | 3 | | |
| ENGL 470: Teaching of Writing | 3 | EDCI 441: Organization and Management in the Diverse Classroom | 3 | | |
| EDPY 335: Introduction to Educational Psychology | 3 | EDEX 300: Introduction to Exceptional Learners | 3 | | |
| EDFO 321: Foundations of American Education | 3 | EDRD 319: Foundations of Reading for Secondary Teachers | 3 | | |
| <i>Submit Professional Program Application</i> | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| 15 | | 15 | | | |

| Curriculum by Year | | | | | |
|--|--------------|--|--------------|----------------------|--------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 4 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 300+: Pre-1800 Literature | 3 | ENGL 482: Secondary ELA Seminar | 3 | | |
| ENGL 300+: Post-1800 Literature | 3 | ENGL 483: Secondary ELA Internship | 12 | | |
| EDRD 429: Content Literacy for Secondary Teachers | 3 | ENGL 490: English Capstone | 1 | | |
| ENGL 480: Secondary ELA Methods | 3 | | | | |
| ENGL 481: Secondary ELA Practicum | 4 | | | | |
| <i>Take and pass Praxis II test (English Language Arts: Content and Analysis [5039]. Submit Internship Application</i> | | <i>Take and pass Praxis Principles of Learning and Teaching (PLT): Grades 7–12 (5624) to be recommended for licensure.</i> | | | |
| Total Semester Hours | 16 | Total Semester Hours | 16 | Total Semester Hours | |

Professional Program Courses (in bold): Students must be fully admitted to the Professional Program before being allowed to enroll in these courses.

Total Credit Hours Required
 123

Course Descriptions for New Courses

| Course Name | Description |
|--|--|
| ENGL B432: Literature for Young Adults (3) | (Pre-req: a three credit ENGL 200 level course with a C or higher.) Literature written for and about adolescents. |
| ENGL B450: English Grammar (3) | (Pre-reqs: ENGL 101 or 105 — and — 102 or 106, each with a C or higher.) Major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English. |
| ENGL B480: Secondary ELA Methods (3) | (Pre-req: department consent; Co-req: ENGL B481.) Pedagogical theory and practice, knowledge and application of composition theory, curriculum planning and assessment in the secondary ELA setting. |
| ENGL B481: Secondary ELA Practicum (4) | (Pre-req: department consent; Co-req: ENGL B480.) Supervised clinical experience in a secondary ELA setting. Observation and participation in a classroom setting with a focus on ELA learning experiences. |
| ENGL B482: Secondary ELA Seminar (3) | (Pre-req: department consent; Co-reqs: ENGL B483 and B490). A continuation of ENGL B480. |
| ENGL B483: Secondary ELA Internship (12) | (Pre-req: department consent; Co-reqs: ENGL B482 and B490) Observation and teaching secondary ELA in the public schools under the supervision of university and public school personnel. |
| ENGL B490: English Capstone (1) | (Pre-req: department consent). Preparation and presentation of senior portfolios. |
| EDRD B319: Foundations of Reading for Secondary Teachers (3) | (Pre-req: EDCI B210 and EDCI B243 or department consent). This course provides the basics of teaching reading and writing in secondary content classes. Candidates will be prepared support students in 9-12 grade who are struggling to read, write, and comprehend information through assessment and differentiation. |
| EDRD B429: Content Literacy for Secondary Teachers (3) | (Pre-req: Admission to the Professional Program or department consent). This course provides 7-12 teachers with the strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of academic vocabulary, nonfiction texts structures, and strategies for analyzing texts to improve the knowledge base. |

Faculty

| Faculty and Administrative Personnel | | | | |
|---|---------------------------|---|--|--|
| Rank | Full- or Part-time | Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours | Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major | Other Qualifications and Comments (i.e., explain role and/or changes in assignment) |
| (1) Associate Professor | FT | First Year English [†] ENGL 288–English Literature I (3 cr.), Year 2, Spring ENGL 300+, Pre-1800 Literature Courses [‡] (3 cr.), Year 4, Fall ENGL 453–Development of the English Language (3 cr.), Year 3, Spring | PhD, English, British Literature, U of South Carolina | Dean, School of Humanities and Social Sciences; Professor in Content Area |
| (2) Assistant Professor | FT | First Year English [†] ENGL 200–Introduction to English Studies (3 cr.), Year 2, Fall ENGL 289–English Literature II (3 cr.), Year 2, Spring ENGL 300+, Post-1800 Literature Courses [‡] (3 cr.), Year 4, Fall ENGL 442–Principles of Modern Literary Theory (3 cr.), Year 3, Spring ENGL 490–English Capstone (1 cr.), Year 4, Spring | PhD, English, British Literature Vanderbilt U | Chair, Department of English, Theater, and Liberal Studies; Professor in Content Area |
| (3) Asst / Assoc / Full Professor* | FT | ENGL 480–Secondary ELA Methods (3 cr.), Year 4, Fall ENGL 481–Secondary ELA Practicum (4 cr.), Year 4, Fall ENGL 482–Secondary ELA Seminar (3 cr.), Year 4, Spring ENGL 483–Secondary ELA Internship (12 cr.), Year 4, Spring | PhD, Secondary English Education; MA English | English Secondary Education Program Coordinator, Clinical observer |
| (4) Assistant Professor | FT | First Year English [†] ENGL 460–Advanced Composition (3 cr.), Year 2, Spring ENGL 470–Teaching of Writing (3 cr.), Year 3, Fall ENGL 450–English Grammar (3 cr.), Year 3, Spring | PhD, English and Education Joint Program, U of Michigan; MEd, Curriculum and Instruction, Baylor U; current SC English License | Professor in Content Area, Clinical observer (as needed) |
| (5) Professor | FT | First Year English [†] Post-1800 Literature Courses [‡] (3 cr.), Year 4, Fall | PhD, English, American Literature, and MFA Creative Writing, U of South Carolina | Professor in Content Area |
| (6) Assistant Professor | FT | First Year English [†] ENGL 287–American Literature (3 cr.), Year 2, Fall ENGL 300+, Post-1800 Literature Courses [‡] (3 cr.), Year 4, Fall ENGL 432–Literature for Young Adults (3 cr.), Year 3, Fall | PhD, English, American Literature, U of Georgia | Professor in Content Area |

| | | | | |
|--------------------------|----|---|---|--|
| (7) Assistant Professor | FT | First Year English [†] ENGL 300+, Post-1800 Literature Courses [‡] (3 cr.), Year 4, Fall | PhD, Theater and Performance, U of Georgia; MA, English, U of Tennessee | Professor in Content Area |
| (8) Assistant Professor | FT | First Year English [†] ENGL 270–World Literature (3 cr.), Year 2, Fall ENGL 300+, Post-1800 Literature Courses [‡] (3 cr.), Year 4, Fall | PhD, Humanities, U of Louisville; MA, English, Clemson U | Professor in Content Area |
| (9) Professor | FT | EDCI 210–Clinical Observation and Analysis (3 cr.), Year 2, Fall EDFO 321–Foundations of American Education (3 cr.), Year 3, Fall | Ph.D. Educational Psychology and Evaluation, M.A. Curriculum and Instruction, Catholic U of America | Chair, Department of Education |
| (10) Assistant Professor | FT | EDEX 300–Introduction to Exceptional Learner (3 cr.), Year 3, Spring EDPY 335–Educational Psychology (3 cr.), Year 3, Fall | Ph.D., Educational Psychology, Florida State | Professor in Content Area |
| (11) Assistant Professor | FT | EDRD 319–Foundations of Reading for Middle and Secondary Teachers (3 cr.), Year 3, Spring EDRD 429–Content Area Literacy for Middle and Secondary Teachers (3 cr.), Year 4, Fall | Ph.D., Elementary Education, USC | Professor in Content Area |
| (12) Assistant Professor | FT | EDCI 210–Clinical Observation and Analysis (3 cr.), Year 2, Fall EDCI 441–Organization and Management in a Diverse Classroom (3 cr.), Year 3, Spring | Ph.D., Physical Education Pedagogy, U of South Carolina | Department of Education Accreditation Coordinator; Professor in Content Area |
| (13) Instructor | PT | EDCI 243–Technology Resources in Teaching (3 cr.), Year 2, Spring | M.Ed., Educational Technology & Online Instruction. Liberty Univ. | Instructor in Content Area |

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

[†] All **First Year English** courses are offered in Fall and Spring semester. These courses include ENGL 101–Composition, ENGL 102–Composition and Literature, ENGL 105–Enhanced Composition, and ENGL 106—Enhanced Composition and Literature. ENGL 105 and 106 are enhanced versions of the 101 and 102 courses, tailored to English majors.

[‡] Students are required to take a three credit **ENGL 300+, Pre-1800 Literature Course** and a three credit **ENGL 300+, Post-1800 Literature Course** (not counting ENGL 432–Literature for Young Adults for this purpose). The B.A. in English with Secondary English Licensure will use the same time period assignments as the existing B.A. in English, which are detailed in the USCB University Bulletin. **The Pre-1800 courses** are ENGL 301, 310, 380, 381, 382, 395, 401, 402, 403, 405, 406, 407, or 410. Also the special topics courses ENGL 419, 429, or 439 when the topic is appropriate. **The Post-1800 courses** are ENGL 302, 384, 385, 386, 397, 411, 412, 413, 421, 422, 423, 424, 425A, 425B, 426, 427, 428, or 437.

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Also the special topics courses ENGL 419, 429, or 439 when the topic is appropriate. The courses that count for each time period are detailed in our University Bulletin. This kind of period division is usual in departments of English.

Some general education and program requirement courses outside of English and Education are not reflected in the above table and will be taught by qualified, existing faculty in other disciplines (e.g. Psychology and Speech).

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

| | | | | | |
|---------|------|-------|------|----------------|------|
| Faculty | | Staff | | Administration | |
| | 0.75 | | 0.10 | | 0.25 |

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

One new tenure track or tenured hire with a Ph.D. in Secondary English Education and Secondary ELA licensure will be “devoted just to the new program” in English, and will be added in Year 2. This faculty member will teach the methods courses, supervise interns, and serve as the coordinator of the program, and work closely with the faculty member who serves as the Accreditation Coordinator in the Department of Education Three-quarters (0.75) of this new hire’s load will be as “faculty,” and one-quarter (0.25) of this new hire’s load will be administrative.

The existing administrative assistant that serves the Department of English, Theater, and Liberal Studies will devote an estimated 1/10 of that person’s time to serve this new program.

A typical faculty load in a semester for clinical observations is six students; in the next five years, we anticipate that the program coordinator alone will be sufficient for teaching the methods courses and supervising interns. Other clinical experiences embedded in courses—before the senior year—will be supervised by the professors teaching those courses. It is common for universities to hire adjuncts in the content area for practicum and internship supervision, and we will do that if needed. Further, if the need is great, we already have a tenure-track Assistant Professor on the faculty with a Ph.D. in English and Education, who has secondary English teaching experience and a current SC license, who can supervise practica and internships.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

USCB’s students have access to a rich array of resources, including 91,000+ books on campus, plus 500,000+ E-books, subscriptions to over 100 databases and the availability of 200,000+ online journals in all discipline areas. Relating to the proposed degree program, USCB has 10,708 print monographs. Specifically, these titles cover the Library of Congress subject heading, English Language [call number range PE1001-PE 3729], as well as, English Language – Study and Teaching (Secondary) [call number range LB1631]. . Also through comprehensive interlibrary loan services and delivery systems through regional consortia, USCB students have access to rich resources available nationwide. In SC alone, by being a member of PASCAL, students and faculty have access to over 9 million books and other academic materials. USCB also is a member of KUDZU, a group of 17 southeastern university research libraries that shares resources among its members.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Student support services, programs, and activities are available to students taking courses on the Historic Beaufort (HB) campus, on the Hilton Head Gateway (HHG) campus, and via distance education. Because the services are already in place, there are no other associated costs. These include computer support, career services, counseling and disability services, and the Student Success Center (academic advising, tutoring, and a Writing Center).

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No major equipment expenditures are anticipated for the proposed program. The only item that might be added will be additional smart boards on both campuses, likely to be installed prior to this program becoming operative.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Current infrastructure is adequate for the proposed program. Each campus has fully equipped smart classrooms and computer laboratories. No additional physical plant requirements or modifications to existing facilities are expected for program implementation.

Financial Support

| Estimated New Costs by Year | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Program Administration | 0 | 18,445 | 18,445 | 18,445 | 18,445 | 73,780 |
| Faculty and Staff Salaries | 0 | 55,335 | 55,335 | 55,335 | 55,335 | 221,340 |
| Graduate Assistants | 0 | 0 | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 | 0 | 0 |
| Facilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Supplies and Materials | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Resources | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 10,000 |
| Other* | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 2,000 | 75,780 | 75,780 | 75,780 | 75,780 | 305,120 |
| Sources of Financing | | | | | | |
| Category | 1st | 2nd | 3rd | 4th | 5th | Total |
| Tuition Funding | 20,148 | 41,504 | 74,816 | 110,080 | 136,056 | 382,604 |
| Program-Specific Fees | 750 | 900 | 1,050 | 1,050 | 1,050 | 4,800 |
| State Funding (i.e., Special State Appropriation)* | 0 | 0 | 0 | 0 | 0 | 0 |
| Reallocation of Existing Funds* | 30,222 | 62,256 | 85,504 | 88,064 | 90,704 | 356,750 |
| Federal Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Funding* | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 51,120 | 104,660 | 161,370 | 199,194 | 227,810 | 744,154 |
| Net Total (i.e., Estimated New Costs Minus Sources of Financing) | 49,120 | 28,880 | 85,590 | 123,414 | 152,030 | 439,034 |

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

There are no expected "Other Costs" or other special state appropriations. All funds to be generated through tuition and fees.

Reallocation of Existing Funds reflects tuition revenue from USCB students changing major to the English-Secondary Licensure program. Although the "transfer students" in the projected enrollment table may be internal transfers or transfers from other institutions, the total tuition from these students has been accounted for as Reallocation of Existing Funds.

The new hire in year two (a Ph.D. in Secondary English Education who will serve as the Program Coordinator) will cost \$75,780 (salary + fringe) annually. In the table above, three-quarters (0.75) of this new hire's load is accounted for as "faculty salary" and one-quarter (0.25) as "program administration." This is consistent with USCB policy and practice regarding academic program coordination.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Student achievement of learning outcomes will be measured in a number of ways using both direct and indirect assessment methods.

1. **Direct assessment methods** will include assessments from individual courses, including graded homework, quizzes, exams, final exams, project evaluations, portfolio reviews, research/expository papers, and simulations. Students will also build portfolios across semesters.
2. **Indirect assessment** methods will include focus groups, exit and other interviews, graduation rates, transfer rates, written surveys and questionnaires to include student perception, alumni perception, internship perception, employer perceptions, the Rising Junior Survey, graduating student survey, and alumni surveys.

Upon graduation, students will be tracked in terms of the rate of acceptance to related graduate programs, the successfulness in obtaining (or enhancing) employment, and the number of students pursuing and succeeding, as well as success rates on the PRAXIS II test (English Language Arts: Content and Analysis [5039]).

Program evaluation is an important aspect of USCB's ability to communicate to various constituencies that academic programs are strong, relevant to the mission, continuously improving, and performing at a level worthy of institutional, state and regional support. In 2003, the University implemented an Institutional Effectiveness & Strategic Planning Framework (IESPF) that includes a series of activities and a timeline to ensure a continuous planning process and a feedback loop in regard to the desired outcomes of its educational programs and its academic and educational support services.

All academic programs are reviewed internally using USCB's annual Institutional Effectiveness and Outcomes Assessment (IE-OA) process where program objectives and student learning outcomes are assessed and results used for program improvement. All academic programs draft annual IE-OA Plans and Close-out Reports, which are reviewed by the IE-OA Council and a final report is sent to the Chancellor, Administrative Council, and Budget Committee for review.

Students are afforded the opportunity to evaluate each course and course instructor both qualitatively and quantitatively each semester. Faculty and their Department Chair are given access to collated data in order to assess the strengths and weaknesses of the course both in terms of course content and teaching approach.

The Department in collaboration with the Director of Career Services will develop, administer, and evaluate surveys to gauge graduate employment rates, student satisfaction, successful admission to graduate school, and employer satisfaction. Feedback from the surveys will be used to make program improvements. Lastly, an external advisory board will be developed to provide guidance in program development and improvement, to include ways to enhance USCB's service to public, private, and non-profit sectors and impart a competitive advantage to the state of SC.

Accreditation from the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, will be sought for the program. Detailed information on key outcomes/assessments is provided in the *SPA or Other National Specialized and/or Professional Association Standards* section of this proposal. These outcomes/assessments are aligned with the appropriate Specialized Accreditation Agency, the National Council of Teachers of English (NCTE).

Student Learning Assessment

| Expected Student Learning Outcomes | Methods of/Criteria for Assessment |
|--|--|
| <i>The graduate of the B.A. degree in English, Secondary ELA Licensure...</i> | |
| Demonstrates 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. | Praxis II (English Language Arts: Content and Analysis [5039]), In-course assessments (exams, essays, projects), GPA in Designated Content courses, "Writing Social Justice" Portfolio, Remediation / Multimodal Text Assignment, Capstone Portfolio |
| Demonstrates knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users. | Praxis II (English Language Arts: Content and Analysis [5039]), In-course assessments (exams, essays, projects), GPA in Designated Content courses, Remediation / Multimodal Text Assignment, Capstone Portfolio |
| Plans instruction and designs assessments for reading and the study of literature to promote learning for all students. | Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment, "Writing Social Justice" Portfolio |
| Plans instruction and designs assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students. | Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment, "Writing Social Justice" Portfolio |
| Plans, implements, assesses, and reflects on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs. | Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment |
| Demonstrates 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. | Unit Plan Construction and Evaluation; Internship Evaluations; Impact on Student Learning Assignment; "Writing Social Justice" Portfolio; Capstone Portfolio |
| Is 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. | Internship Evaluations; Capstone Portfolio |

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Upon SC CHE approval, USCB will seek accreditation from CAEP using the National Council of Teachers of English (NCTE) Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (approved in 2012). Planning this process will be initiated in 2018-19 as the program begins its first full academic year. USCB will request national recognition from NCTE and CAEP approval after documenting 10 program completers.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The proposed program addresses the requirements of the National Council of Teachers of English (NCTE) standards as well as the South Carolina College- and Career-Ready P-12 Standards. Please refer to the attachments to this proposal for detailed information.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Secondary English Language Arts

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

New Program Proposal:

University of South Carolina Beaufort (USCB)
Bachelor of Arts in English, with Secondary English Language Arts Licensure

As requested, this additional document addresses the (I.) South Carolina Department of Education Requirements and (II.) SPA or Other National Specialized and/or Professional Association Standards (National Council of Teachers of English).

I. South Carolina Department of Education Requirements

State requirements are described in “Standards, Policies, and Procedures for South Carolina Educator Preparation Units” (effective August 2012, amended 2014).

([https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015\(1\).pdf](https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015(1).pdf))

A. ADEPT

(<https://ed.sc.gov/scdoe/assets/File/programs-services/50/documents/TeacherStandards.pdf>)

The Unit’s assessment system for initial educator preparation programs effectively incorporates the ADEPT system. The infusion of the ADEPT competencies into the undergraduate program can be viewed in the following table:

| ADEPT Performance Dimension | Course Where Addressed | Assignment / Task Addressing the APS |
|--|---|---|
| Introduction to ADEPT Evaluation | EDCI B210 Observation and Analysis | ADEPT APS 1-10 Orientation provided by certified ADEPT trainer |
| APS 1 Long-Range Planning | ENGL B483 Secondary ELA Internship | Long-Range Plan (ADEPT APD 1) Internship Assignment |
| APS 2 Short-Range Planning | EDCI B243 Technology Resources for Teachers | Smart Notebook Lesson |
| | ENGL B481 Secondary ELA Practicum | Practicum Evaluation (Domain 1) (Midterm and Final) |
| | ENGL B483 Secondary ELA Internship | Internship Evaluation (Domain 1) (Midterm and Final) Teacher Work Sample (TWS) |
| APS 3 Planning Assessments and Using Data | ENGL B483 Secondary ELA Internship | Internship Midterm and Final Evaluation |
| | EDCI B243 Technology Resources for Teachers | Smart Notebook Lesson |

| ADEPT Performance Dimension | Course Where Addressed | Assignment / Task Addressing the APS |
|--|--|--|
| APS 4 Establishing and Maintaining High Expectations for Learning | ENGL B481 Secondary ELA Practicum | Practicum Evaluation (Midterm and Final) |
| | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) |
| APS 5 Using Instructional Strategies to Facilitate Learning | EDCI B210 Observation and Analysis | Observation Notebook |
| | EDCI B243 Technology Resources for Teachers | Interactive Whiteboard lesson |
| | ENGL B481 Secondary ELA Practicum | Practicum Evaluation (Midterm and Final) |
| | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) |
| APS 6 Providing Content for Learners | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) Teacher Work Sample (TWS) |
| APS 7 Monitoring and Enhancing Learning | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) Teacher Work Sample (TWS) |
| APS 8 Maintaining an Environment that Promotes Learning | EDCI B441 Organization and Management in the Diverse Classroom | Classroom Management Plan (CMP) Rubric |
| | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) |
| APS 9 Managing the Classroom | EDCI B441 Organization and Management in the Diverse Classroom | Classroom Management Plan (CMP) Rubric |
| APS 10 Fulfilling Professional Responsibilities | ENGL B481 Secondary ELA Practicum | Practicum Evaluation (Midterm and Final) |
| | ENGL B483 Secondary ELA Internship | Internship Evaluation (Midterm and Final) "Fulfilling Professional Responsibilities" (APS 10) Internship Self-Evaluation and Rubric |

The Unit is effectively implementing the ADEPT system in field and clinical experiences.

ADEPT Standards are integrated in the **practicum** for all initial programs through use of the following assessments:

- Secondary ELA Formative Observation Form (Practicum)
- Secondary ELA Practicum Evaluation (Midterm and Final)
- Secondary ELA Practicum Evaluation (Midterm and Final) Rubric

ADEPT Standards are integrated into the **clinical experience (internship)** for all initial programs through the use of the following assessments:

- Secondary ELA Formative Observation Form (Internship)
- Teacher Work Sample (TWS) Assignment
- Teacher Work Sample (TWS) Rubric
- Secondary ELA Internship Evaluation (Midterm and Final)
- Secondary ELA Internship Evaluation (Midterm and Final) Rubric
- Long-Range Plan (ADEPT APD 1) Internship Assignment
- “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation
- “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation Rubric

Incorporation of the ADEPT Performance Standards (APSs)

- All required lesson and unit plans submitted to LiveText by teaching candidates and interns are developed to align with the South Carolina College- and Career Ready Standards for English Language Arts.
- The Teacher Work Sample (TWS) submitted to LiveText by the intern is aligned with ADEPT Performance Standards 1-10. The TWS is assessed by the University Supervisor and data is entered into LiveText using the Teacher Work Sample Rubric.
- The USCB Formative Evaluation Form for APS Standards 1-10 is submitted electronically from teachers and supervisors to LiveText. Data will be downloaded to Excel spreadsheets to more easily aggregate and summarize data. Cooperating Teachers and University Supervisors enter their own USCB Formative Evaluation Form data electronically into LiveText.
- The Secondary ELA Practicum Evaluation (Midterm and Final) Rubric and the Secondary ELA Internship Evaluation (Midterm and Final) Rubric align with APS Standards 1-10. Cooperating teachers and University Supervisors work in tandem to evaluate the teacher candidate. The University Supervisor enters data in LiveText using the Secondary ELA Practicum Evaluation (Midterm and Final) Rubric and the Secondary ELA Internship Evaluation (Midterm and Final) Rubric

Clinical Practice: Formal Assessments and Assistance

- University supervisors will meet with clinical interns a minimum of **six times** in accordance with state guidelines. The university supervisor’s initial visit is required to occur during the first 5 days of the intern placement.

- University Supervisors will conduct **three formal observations** of the candidate and the cooperating teacher will conduct **three formal observations**.
- USCB will require a **video analysis and self-evaluation** of pedagogical skills on **ADEPT Key Elements (APS 4-9)** for at least one lesson during the clinical experience in order to prepare candidates who are reflective and assist candidates for formal evaluation in the field with SAFE-T. This evaluation will be collected using the LiveText Lesson Plan Form in order to electronically manage the data.

Clinical Experiences will include a minimum of the following:

- **Candidate Orientation:** Review of updated *USCB Secondary ELA Clinical Internship Handbook* with all required forms, responsibilities, and requirements.
- **Cooperating Teacher Orientation:** Review of updated *USCB Secondary ELA Clinical Internship Handbook* with all required forms, responsibilities, and requirements.
- **University Supervisor Orientation.** Review of updated *USCB Secondary ELA Clinical Internship Handbook* with all required forms, responsibilities, and requirements

B. PADEPP

(Applicable to Educational Leadership Programs Only) - N/A

[\(http://ed.sc.gov/educators/school-and-district-administrators/evaluation/principal-evaluation-padepp/\)](http://ed.sc.gov/educators/school-and-district-administrators/evaluation/principal-evaluation-padepp/)

C. Education Economic Development Act (EEDA)

<https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/PerformancebasedStandards.pdf>

Candidates in teacher educator preparation programs have the knowledge, skills, and dispositions to achieve the EEDA performance standards for teacher education programs.

EEDA competencies are assessed across courses in the initial preparation program. The EEDA Unit Assessment for the Undergraduate Teacher Education Program Matrix below shows the coverage of standards and assessments across the program.

| EEDA Performance Standard | ACTIVITY/COURSE in Curriculum Where Addressed | ASSESSMENT |
|---|--|---|
| Standard 1: Career Guidance | ENGL B482 Secondary ELA Seminar | Pre-Post Assessment |
| Standard 2: Career Clusters and Individual Graduation Plan | ENGL B482 Secondary ELA Seminar | Pre-Post Assessment |
| Standard 3: Career Guidance Model | EDFO B321 Foundations in American Education | Educational Philosophy Paper/Presentation |

| | | |
|--|--|--|
| | ENGL B482 Secondary ELA Seminar | Pre-Post Assessment |
| Standard 4: Character Education | EDFO B321 Foundations in American Education | Educational Philosophy Paper/Presentation |
| | EDCI B441 Organization and Management in the Diverse Classroom | Test rubric |
| Standard 5: Contextual Teaching | EDCI B210 Observation and Analysis | Teacher Dispositions Rubric |
| | Professional Program Admission Application | Teacher Dispositions Rubric |
| | ENGL B483 Secondary ELA Internship | Teacher Work Sample Rubric |
| Standard 6: Cooperative Learning | ENGL B480 Secondary ELA Methods | Lesson Plan Rubric |
| | ENGL B483 Secondary ELA Internship | Secondary ELA Internship Evaluation (Midterm and Final) Rubric Teacher Work Sample Rubric |
| Standard 7: Accommodating Diverse Learning Styles | ENGL B480 Secondary ELA Methods | Lesson Plan Rubric |
| | ENGL B483 Secondary ELA Internship | Secondary ELA Internship Evaluation (Midterm and Final) Rubric Teacher Work Sample Rubric |

The majority of the assignments for EEDA will be new.

D. South Carolina Standards of Conduct

(<https://ed.sc.gov/scdoe/assets/file/agency/ee/Educator-Services/Licensure/documents/standardsofconduct.pdf>)

Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification.

All initial licensure candidates attend a mandatory Orientation session on admission to the professional program. The South Carolina Code of Conduct is addressed during this session and the Code of Conduct Handout is reviewed with candidates. The Code of Conduct Handout will also be provided to candidates in hardcopy format two times during their program. First, the document is distributed to students in EDCI
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B210 – Observation and Analysis, which serves as the students' first Education course, taken in the fall of the students' second year. All students must complete a Student Contract Acknowledging Receipt of Code of Conduct. In addition, the Code of Conduct Handout is also given to candidates in ENGL B482 – Secondary ELA Seminar, the course that accompanies the candidates' internship. Candidates' professional conduct is assessed using the Formative Observation Form and the Secondary ELA Internship Evaluation (Midterm and Final).

E. South Carolina Safe School Climate Act

<https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/climateact.pdf>

Candidates in all initial certification programs have the knowledge, skills and dispositions to identify and prevent bullying, harassment, and intimidation in schools. After classroom instruction on the Safe School Climate Act, all candidates in initial programs will demonstrate knowledge and skills related to this act through completion of various assessments as noted in the table below:

| Activity/Course in Curriculum Where Addressed | Assessment |
|---|---|
| EDPY B335 Introduction to Educational Psychology | Bullying Awareness Quiz |
| EDCI B441 Organization and Management in the Diverse Classroom. | Bullying Reflection (Blackboard Online Threaded Discussion) Classroom Management Plan Rubric |
| ENGL B480 Secondary ELA Methods | Bullying Reflection Rubric |

The majority of the assignments noted above will be new. However, the Bullying Awareness Quiz given in the EDPY B335 Introduction to Educational Psychology will remain the same.

F. South Carolina College- and Career-Ready P-12 Standards

<http://ed.sc.gov/instruction/standards-learning/>

Candidates in all certification programs know, understand, and can apply the South Carolina College- and Career-Ready P-12 Standards in the area in which they seek certification. Candidates in all programs align their lessons with the South Carolina College- and Career-Ready Standards for P-12 for their certification area.

The Lesson Plan Template demonstrates this alignment. In addition, all interns are required to include *South Carolina P-12 Standards and Learning* in their Teacher Work Sample (TWS) instructional plan and lesson plans. See TWS Dimension 2 Description.

G. Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis™ Core Academic Skills for Educators tests or on the SAT or ACT.

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

There are admission criteria specific to this program. Students who are seeking to complete the B.A. in English, Secondary ELA Licensure must formally apply to the Professional Program. Admission decisions will be made by the English Teacher Education Committee, consisting of at least four tenured/tenure-eligible faculty members (3 from English, 1 from Education). Applicants need to have earned at least 60 undergraduate credits and have met the following requirements:

- Cumulative GPA of at least 2.75.
- Completion of the following with a minimum GPA of 3.0 and a grade of “C” or better in each course—
 - English: ENGL 101 or 105, ENGL 102 or 106, and three courses at the 200 level
 - Speech: COMM 140 or 230
 - Psychology: PSYC 101; EDPY 335
 - Education: EDCI 210 and 243, EDFO 321
- Passing scores on all three sections of the Praxis Core Academic Skills for Educators tests, received by the Department of English, Theater, and Liberal Studies
- Successful completion of the Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division, and statement of disclosure concerning all prior convictions to include felonies and misdemeanors.
- Successful completion of 25 hours of youth experiences or the Teacher Cadet Program
- Successful completion of the application and essay.

Curricula designated as professional education courses are limited to students who have been formally accepted into USCB’s B.A. in English, Secondary ELA Licensure program.

NOTE: Faculty advisors meet with candidates at least twice every academic year to assure that candidates are meeting the above requirements.

H. Field and Clinical Experiences Requirements

<http://www.scteachers.org/ADEPT/evalpdf/EducatorPreparationGuidelines.pdf>

Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.

As the table below indicates, **candidates complete 150 hours of field experiences prior to their internship clinical practice.** Candidates are taught the ADEPT Standards (APS) in coursework and are observed during field experiences, the clinical internship, and the first years of teaching. During an initial one and a half-day Senior Seminar, clinical faculty review the ADEPT standards with candidates in regard to clinical practice.

During the fall semester of their senior year, candidates are enrolled in ENGL B481 Secondary ELA Practicum where they complete 120 field experience hours. During the spring semester of their senior year, candidates are enrolled in ENGL B483 Secondary ELA Internship where they complete 600 hours

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of clinical practice. ADEPT APS Standards 2-9 are integrated on the Formative Observation Form that is used to assess candidate competencies in ENGL B481 and ENGL B483.

In addition, candidates are provided detailed instructions for completing assessments that include the Long-Range Plan (ADEPT APD 1) Internship Assignment, the “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation, and the Teacher Work Sample (TWS). Moreover, the ENGL B481 Practicum Midterm and Final Evaluations and the ENGL B483 Internship Midterm and Final Evaluations assess candidates ADEPT APS competencies.

The total number of field experience and clinical hours is 600 contact hours in schools.

**B.A. in English, with Secondary ELA Licensure
Field Experiences and Clinical Practice Requirements**

| Course | Description of the Field Experience Of Clinical Practice (Internships) | # of hours |
|--|---|-------------------|
| EDCI 210: Clinical Observation and Analysis | Candidates observe for a minimum of 20 hours in a 9-12 th grade classroom and complete observation instruments and reflections that address teacher behaviors such as student engagement, classroom management, and questioning techniques. Additionally, candidates examine instructional and assessment practices that reflect guidelines for developmentally appropriate practice. In addition, the candidates complete 12 of the 25 required service learning hours in this class. | 20 |
| EDEX 300: Introduction to Exceptional Learner | Candidates observe for a minimum of 10 hours in a 9-12 th grade classroom and complete an analysis of the classroom learning environment for students with exceptionalities. The Learning Environment Study (report) focuses on the analysis of information learned from observations, interviews, and content from classes as well as research on issues relevant to the student's disability. | 10 |
| ENGL 481: Secondary ELA Practicum | Candidates are placed in 9-12 th grade classrooms in a public school setting one half day a week for 15 weeks for a minimum of 60 hours. In this practicum, candidates plan, teach, and reflect on English Language Arts lessons and complete assignments associated with ENGL 480: Secondary ELA Methods. | 120 |
| ENGL 483: Secondary ELA Internship | Candidates are in the schools five days a week for 15 weeks for a minimum of 450 hours. In this experience, candidates have experience in the full range of responsibilities of the classroom teacher and assume full-time planning and teaching for a minimum of two weeks. | 450 |
| Total Hours | | 600 |

Transition Points, Key Assessments and Requirements

Candidates for the B.A. in English, with Secondary ELA Licensure progress through a series of levels. Some course assessments will change based on the requirements of the Secondary English Specialized Professional Association (SPA, the National Council of Teachers of English (NCTE))

Candidates' progress is formally monitored at each transition point as described below.

A. Procedures for Monitoring Candidates' Progress

Initial Undergraduate Level

Transition Point 1: Admission to the English, with Secondary English Licensure Program

1. The undergraduate candidate applies to the USCB Office of Admissions. Upon acceptance, the Office of the Registrar provides the Department of English, Theater, and Liberal Studies with a list of students identifying themselves as pre-professional majors in English, with Secondary ELA Licensure.
2. Pre-professional majors are assigned an advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete general education coursework and pre-professional coursework with a minimum GPA of 2.75, and successfully pass the *Praxis™ Core Academic Skills for Educators* tests.
4. Pre-professional majors submit a Professional Program Application prior to the semester they wish to enter the program.
5. The Advisor verifies the satisfactory completion of all requirements with the applicant, and interviews the applicant, and recommends the candidate to the Department Chair for formal admission into the professional education program. The English Teacher Education Committee evaluates applicant materials and makes a decision whether or not to accept each applicant into the professional program.
6. The department then notifies all applicants, with an email and a letter, of their acceptance or denial into the professional program. In these communications to applicants that are denied, the department will specify the requirements that were not met.
7. The department will then lift course holds for accepted students so they can register for professional program classes.
8. A list of candidate names documents the new cohort.

Transition Point 2: Admission to Internship

1. The candidate submits a Clinical Internship Application and the South Carolina Certification Application to the Field Placement Coordinator on or before January 15th for fall semester internship and May 1st for spring semester internship.
2. The Field Placement Coordinator enters undergraduate candidate data on an Excel spreadsheet and monitors and verifies the completion of all requirements for admission to internship (Transition Point 2) and begins the internship placement process.
3. Candidates must pass the Praxis II: English Language Arts: Content Knowledge (5039) exam prior to internship placement.
4. The English Teacher Education Committee evaluates applicant materials, interviews applicants, and makes a decision whether or not to accept each applicant into the internship.
5. The department then notifies all applicants, with an email and a letter, of their acceptance or denial into the internship. In these communications to applicants that are denied, the department will specify the requirements that were not met.
6. The department will then lift course holds for accepted students so they can register for ENGL 482 Secondary ELA Seminar and ENGL 483 Secondary ELA Internship.
7. The Field Placement Coordinator finalizes the internship placements and notifies candidates of their placements during the first week of ENGL 482.

Transition Point 3: Completion of Internship

1. The candidate's university supervisor and cooperating teacher monitor and assess the candidate's progress through the internship.
2. The Field Placement Coordinator verifies the completion of all requirements for the internship by entering the information into the designated Excel spreadsheet.

Transition Point 4: Program Completion and Recommendation for Licensure

1. The candidate submits a Graduation Application the semester prior to graduation. The Advisor reviews the form with the candidate and submits it to the Department Chair for final approval.
2. The Department Chair provides the Office of the Registrar verification that the candidate has passed the Praxis II: English Language Arts: Content Knowledge (5039) exam and Principle of Learning and Teaching: Grades 7-12 (5624) exam.
3. The Office of the Registrar audits the candidate's completion of program requirements.
4. The Field Placement Coordinator submits the names and evidence of the candidates to the Department Chair, who recommends the candidates for South Carolina licensure.
5. The Department Chair mails the original signed Verification of Program Completion form to the South Carolina Department of Education Office of Certification and retains one copy for the candidate's file.

I. Eligibility for Certification

Candidates for secondary certification complete at least 30 semester hours in their area of concentration.

Candidates for the B. A. in English, with Secondary ELA Licensure will complete **40 semester hours** of courses in ENGL at 200+ level, exclusive of the Secondary ELA courses (480 Methods, 481 Practicum, 482 Seminar, and 483 Internship):

- ENGL 200: Introduction to English Studies (3 semester hours)
- ENGL 270: World Literature (3)
- ENGL 287: American Literature (3)
- ENGL 288: English Literature I (3)
- ENGL 289: English Literature II (3)
- ENGL 300+: Pre-1800 Literature Elective (3)
- ENGL 300+: Post-1800 Literature Elective (3)
- ENGL 432: Literature for Young Adults (3)
- ENGL 442: Principles of Modern Literature Theory (3)
- ENGL 450: English Grammar (3)
- ENGL 453: Development of the English Language (3)
- ENGL 460: Advanced Writing (3)
- ENGL 470: Teaching of Writing (3)
- ENGL 490: English Capstone (1)

The above courses, along with the program-required courses EDRD 319: Foundations of Reading for Secondary Teachers (3 hours) and EDRD 429: Content Literacy for Secondary Teachers (3 hours), also fulfill the Regular Program Add-on Certification requirements for secondary English certification as outlined in the *South Carolina Educator Licensure Manual*.

In addition, candidates must successfully complete the following Praxis II and Principle of Learning (PLT) requirements.

| Test Name | CDT Code | Qualifying Score |
|--|----------|------------------|
| English Language Arts: Content Knowledge (Praxis II) | 5039 | 168 |
| Principles of Learning and Teaching: Grades 7-12 | 5624 | 157 |

The program will also seek national recognition by the CAEP designated SPA (NCTE, National Council of Teachers of English).

J. Annual Reports (AACTE/CAEP and Title II)

Annual reports (e.g., Title II and AACTE/CAEP) will be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance

We will be implementing a Diversity Plan based on the plan already in place in the Department of Education at USCB. In our annual report to the South Carolina Department of Education, we will provide evidence of implementation of the Diversity Plan.

Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.

USCB's General Education program includes a distribution requirement on global and multicultural understanding, and candidates for our program must take ENGL 270: World Literature, which focuses on literature from around the world (privileging non-European texts) in a series of different eras, from ancient to modern.

Candidates can teach all students, regardless of exceptionalities or backgrounds.

The Teacher Work Sample (SPA Report, Assessment 5) is the primary measurement of candidate ability to teach all students, regardless of exceptionalities or backgrounds.

As we also will be seeking national recognition for the program by the National Council of Teachers of English (NCTE), we have designed our program to align with the NCTE "Standards for Initial Preparation of Teachers of Secondary ELA, Grades 7-12" (October 2012). Many of these standards and elements address cultural diversity and the ability for teacher candidates to teach all students. For example,

- Candidates are to use "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” (NCTE 3.1; see SPA Report Assessments 3, 4, and 5).

- Candidates “plan and implement instruction based on...school and community contexts, and knowledge about student’s linguistic and cultural backgrounds” (NCTE 5.1; see SPA Report Assessment 5).
- 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” (NCTE 6, see SPA Report Assessments 3, 4, 5, 6, and 8).

L. Professional Development Courses

(<http://www.nsd.org/standards/index.cfm>) –

NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS

(http://www.nbpts.org/the_standards/standards_by_cert)

NA

N. Experimental or Innovative Programs Policy (Assurance of compliance) –

NA

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

<http://www.iste.org/standards/iste-standards/standards-for-teachers>

Our program is aligned with the ISTE National Educational Technology Standards.

ISTE (NETS.T) Standards are presented in in EDCI B243 Technology Resources for Teaching and are added in all appropriate course syllabi and rubrics throughout the program. To view alignment matrices, see the table below.

**B.A. in English, with Secondary ELA Licensure
 NETS.T Standards Alignment**

| ISTE NETS-T | Course Where Addressed | Assignment/Task |
|--|--|--|
| 1. Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers: | EDCI B243 Technology Resources for Teaching | Interactive Whiteboard lesson Thematic Web |
| | ENGL B480 Secondary ELA Methods | Lesson Planning |

| | | |
|--|---|---|
| <p>a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p> | <p>ENGL B481 Secondary ELA Practicum</p> | <p>Lesson Planning</p> |
| <p>2. Design and Develop Digital-Age Learning Experiences and Assessment</p> <p>Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS-S. Teachers:</p> <p>a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <p>c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching</p> | <p>EDCI B243 Technology Resources for Teaching</p> | <p>Active Studio Promethean Presentation</p> <p>English Language Arts Presentation</p> |
| | <p>ENGL B480 Secondary ELA Methods</p> | <p>Lesson Planning</p> |
| | <p>ENGL B483 Secondary ELA Internship</p> | <p>Teacher Work Sample (TWS)</p> |
| <p>3. Model Digital-Age Work and Learning</p> <p>Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:</p> | <p>EDCI B243 Technology Resources for Teaching</p> | <p>Interactive Whiteboard Lesson</p> <p>English Language Arts Presentation</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning | <p>ENGL B483 Secondary ELA Internship</p> | <p>Teacher Work Sample (TWS)</p> |
| <p>4. Promote and Model Digital Citizenship and Responsibility</p> <p>Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:</p> <ul style="list-style-type: none"> a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. promote and model digital etiquette and responsible social interactions related to the use of technology and information d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools | <p>EDCI B243 Technology Resources for Teaching</p> | <p>Interactive Whiteboard Lesson</p> |
| | <p>EDEX B300 Introduction to the Exceptional Learner</p> | <p>Multimedia Presentation (Diverse learners)</p> |
| | <p>ENGL B483 Secondary ELA Internship</p> | <p>Teacher Work Sample (TWS)</p> |
| <p>5. Engage in Professional Growth and Leadership</p> <p>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:</p> | <p>EDCI B243 Technology Resources for Teaching</p> | <p>Interactive Whiteboard Lesson Blackboard Discussions</p> |
| | <p>ENGL B483 Secondary ELA Internship</p> | <p>Internship Final Evaluation</p> |

| | | |
|--|--------------------------------------|---------------------------------------|
| <ul style="list-style-type: none">a. participate in local and global communities to explore creative applications of technology to improve student learningb. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of othersc. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learningd. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community | ENGL 482 Secondary ELA Seminar | Video Analysis and Self-Reflection |
|--|--------------------------------------|---------------------------------------|

b. SPA or Other National Specialized and/or Professional Association Standards

II. National Council of Teachers of English (NCTE) 2012 Standards

The Program Report template for Preparation of Secondary English Teachers is available from CAEP only in pdf format. Data collected on the form is presented below.

**Program Report for the Preparation of English Language Arts Teachers
 National Council of Teachers of English (NCTE) Option A
 COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION**

COVER SHEET

| | |
|---|--|
| 1. Institution Name | University of South Carolina Beaufort |
| 2. State | South Carolina |
| 3. Date Submitted | |
| 4. Report Preparer's Information | Name of Preparer: Robert Kilgore Phone: 843-208-8210 Email: kilgorer@uscb.edu |
| 5. CAEP Coordinator's Information | Name: Christine J. Ferguson Email: CFerguson@uscb.edu |
| 6. Name of Institution's Program | Bachelor of Arts in English, with Secondary English Language Arts Licensure |
| 7. CAEP Category | English Education |
| 8. Grade levels for which candidates are being prepared | Secondary, 9-12 |
| 9. Program Type | First teaching license |
| 10. Degree or award level | Baccalaureate |
| 11. Is this program offered at more than one site? | No |
| 12. If your answer is "yes" to above question, list the sites at which the program is offered | N/A |
| 13. Title of the state license for which candidates are prepared | English, Secondary Education, 9-12 |
| 14. Program report status (Initial Review, Response to One of the Following Decisions: Further Development Required or Recognition with Probation, or Response to National Recognition with Conditions) | Response not applicable for program consideration |

| | |
|---|---|
| 15. Is your unit seeking CAEP accreditation for the first time (initial accreditation) or Continuing NCATE accreditation? | Response not applicable for program consideration |
| 16. State Licensure requirement for national recognition: CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test? | Yes (Data on completers not applicable for program consideration) |

SECTION I
Context

1. Description of any state or institutional policies that may influence the application of NCTE standards.

The *South Carolina Educator Licensure Manual* describes the requirements for certification to teach in the state. The Regular Program Add-on Certification requirements for secondary English certification as outlined in the Manual are the following:

- Bachelor’s degree
- Initial, or professional certificate at the secondary level
- Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
- Courses in Language Structure and Skills (semester hours required)
 - Composition and Rhetoric: 6
 - Advanced Composition and Rhetoric: 3
 - Development of Modern English: 3
 - Modern English Grammar: 3
 - Teaching of Reading (Secondary): 3
- Courses in Literature
 - British Literature: 3
 - American Literature: 3
 - Adolescent Literature: 3
 - Literary Criticism: 3
 - Elective in Literature: 3

The above requirements are accounted for in this proposal (see Section I, #5 below for the curriculum. While field experience requirements from the South Carolina Department of Education as outlined in *Policy Guidelines for South Carolina Educator Preparation Units* are provided below in #2, other

standards as required by the South Carolina Department of Education (ADEPT, EEDA, etc.) are accounted for in III. *South Carolina Department of Education Requirements* above.

The document “Standards, Policies, and Procedures for South Carolina Educator Preparation Units” (effective August 2012, amended 2014) provides requirements regarding standards of conduct.

All candidates must be provided specific written information regarding the standards of conduct (based on (SC Code Ann. §§ 59-25-160, 59-25-530, 63-17-1060) required of South Carolina educators for initial certification. Candidates’ professional conduct is assessed using the Formative Observation Form and the Internship Midterm and Final Evaluations.

These items are addressed in III. *South Carolina Department of Education Requirements* above.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The document “Standards, Policies, and Procedures for South Carolina Educator Preparation Units” (effective August 2012, amended 2014) provides requirements regarding field experiences.

All teacher preparation programs and other school personnel preparation programs must provide field experiences (also known as the *practicum*) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a *minimum* of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level.

Requirements for the clinical practice experience at the initial level must include the following (language quoted from “Standards, Policies, and Procedures”):

- Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
- Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
- Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina.
- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
- Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical

faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel. Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

- Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

3. 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.

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

There are admission criteria specific to this program. Students who are seeking to complete the B.A. in English, Secondary ELA Licensure must formally apply to the Professional Program. Admission decisions will be made by the English Teacher Education Committee, consisting of at least four tenured/tenure-eligible faculty members (3 from English, 1 from Education). Applicants need to have earned at least 60 undergraduate credits and have met the following requirements:

- Cumulative GPA of at least 2.75.
- Completion of the following with a minimum GPA of 3.0 and a grade of "C" or better in each course—
 - English: ENGL 101 or 105, ENGL 102 or 106, and three courses at the 200 level
 - Speech: COMM 140 or 230
 - Psychology: PSYC 101 and 321; EDPY 335
 - Education: EDCI 210 and 243, EDFO 321
- Passing scores on all three sections of the Praxis Core Academic Skills for Educators tests, received by the Department of English, Theater, and Liberal Studies
- Successful completion of the Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division, and statement of disclosure concerning all prior convictions to include felonies and misdemeanors.
- Successful completion of 25 hours of youth experiences or the Teacher Cadet Program

- Successful completion of the application and essay.

Curricula designated as professional education courses are limited to students who have been formally accepted into USCB's B.A. in English, Secondary ELA Licensure program.

NOTE: Faculty advisors meet with candidates at least twice every academic year to assure that candidates are meeting the above requirements.

4. 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.

5. 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.)

Year 1

| Fall | | Spring | |
|--|----|--|----|
| ENGL 101: Composition —or— ENGL 105: Enhanced Composition | 3 | ENGL 102: Composition and Literature — or— ENGL 106: Enhanced Composition and Literature | 3 |
| COMM 140 or 230 (Speech) | 3 | History 101, 102, 111, 112, 115, or 116 | 3 |
| Numerical and Analytical Reasoning | 3 | Numerical and Analytical Reasoning | 3 |
| Fine Arts | 3 | Natural Science with Lab | 4 |
| Foreign Language (101) | 3 | Foreign Language (102) | 3 |
| <i>Take Praxis Core Exam.</i> | | | |
| Total Semester Hours | 15 | Total Semester Hours | 16 |

Year 2

| Fall | | Spring | |
|------------------------------------|----|---------------------------------------|----|
| ENGL 200: Intro to English Studies | 3 | ENGL 288: English Literature I | 3 |
| ENGL 270: World Literature | 3 | ENGL 289: English Literature II | 3 |
| ENGL 287: American Literature | 3 | ENGL 460: Advanced Composition | 3 |
| PSYC 101: Intro to Psychology | 3 | Natural Science without Lab | 3 |
| EDCI 210: Observation and Analysis | 3 | EDCI 243: Tech Resources for Teaching | 3 |
| Total Semester Hours | 15 | Total Semester Hours | 15 |

Year 3

| Fall | | Spring | |
|---------------------------------------|---|---|---|
| ENGL 432: Literature for Young Adults | 3 | ENGL 442: Principles of Modern Literary Theory | 3 |
| ENGL 450: English Grammar | 3 | ENGL 453: Development of the English Language | 3 |

| | | | |
|--|---|---|----|
| ENGL 470: Teaching of Writing | 3 | EDCI 441: Organization and Management in the Diverse Classroom | 3 |
| EDPY 335: Introduction to Educational Psychology | 3 | EDEX 300: Introduction to Exceptional Learners | 3 |
| EDFO 321: Foundations of American Education | 3 | EDRD 319: Foundations of Reading for Secondary Teachers | 3 |
| <i>Submit Professional Program Application</i> | | | |
| Total Semester Hours | | Total Semester Hours | 15 |

Year 4

| Fall | | Spring | |
|--|---|--|----|
| ENGL 300+: Pre-1800 Literature | 3 | ENGL 482: Secondary ELA Seminar | 3 |
| ENGL 300+: Post-1800 Literature | 3 | ENGL 483: Secondary ELA Internship | 12 |
| EDRD 429: Content Literacy for Secondary Teachers | 3 | ENGL 490: English Capstone | 1 |
| ENGL 480: Secondary ELA Methods | 3 | | |
| ENGL 481: Secondary ELA Practicum | 4 | | |
| <i>Take and pass Praxis II test (English Language Arts: Content and Analysis [5039]. Submit Internship Application</i> | | <i>Take and pass Praxis Principles of Learning and Teaching (PLT): Grades 7–12 (5624) to be recommended for licensure.</i> | |
| Total Semester Hours | | Total Semester Hours | 16 |

Professional Program Courses (in bold): Students must be fully admitted to the Professional Program before being allowed to enroll in these courses.

6. Candidate Information Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

This item is not applicable for program consideration.

7. Faculty Information.

Directions: Complete the following information for each faculty member responsible for key content and professional coursework, clinical supervision, or administration in this program.

| | |
|---|---|
| Faculty Member Name | Robert Kilgore |
| Highest Degree, Field, & University(3) | Ph.D., English (British Literature) University of South Carolina |
| Assignment: Indicate the role of the faculty member(4) | Teaching Faculty/Department Chair, English, Theater, and Liberal Studies |
| Faculty Rank(5) | Associate Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>"The Politics of King David in Early Modern English Verse." <i>Studies in Philology</i> 111.3 (Summer 2014): 411-41.</p> <p>"From 'Employment' (I) to 'Grace': George Herbert's Restructuring of Work." <i>George Herbert Journal</i> 35.1-2 (Fall 2011/Spring 2012, published 2014): 72-81.</p> <p>Grant: Travel and lodging funds for "Constructing Authorship," colloquium led by Barbara Lewalski. Folger Institute at the Folger Shakespeare Library, Washington, DC, Sept. 2013 – May 2014.</p> <p>Grants from South Carolina Humanities Council and the Arts Council of Beaufort County for "Chaucer at the Speedway Series."</p> |
| Teaching or other professional experience in P-12 schools(9) | |

| | |
|---|---|
| Faculty Member Name | Sarah Swofford |
| Highest Degree, Field, & University(3) | Ph.D., Joint Program in English and Education, University of Michigan |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty/Writing Program Administrator |
| Faculty Rank(5) | Assistant Professor |

| | |
|---|--|
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>Williams, Jeff, Elizabeth Homan, and Sarah Swofford. <i>Supporting Students in a Time of Common Core Standards: English Language Arts Grades 3-5</i>. Urbana, Ill: NCTE, 2011. Print.</p> <p>Gere, Anne Ruggles, Sarah Swofford, Naomi Silver, and Melody Pugh. "Interrogating Disciplinary in WAC/WID: Institutional Ethnography and the New Disciplinary." <i>College Composition and Communication</i> 67.2 (2015). Research Assistant, Sweetland Center for Writing (U of Michigan), 2011-15. Researcher and Writer, James R. Squire Office of Policy Research, 2011-13. Compiled research for NCTE and collaborated to write policy briefs for policy makers and members of NCTE.</p> |
| Teaching or other professional experience in P-12 schools(9) | <p>Teacher, Cowpens Middle School, Cowpens, SC (grades 7-8), 2008-10. Teacher, Midlands Middle College, Columbia, SC (grades 11-12), 2008. Teacher, Hubbard High School, Hubbard TX (grades 8-12), 2006-08</p> |

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|---|--|
| Faculty Member Name | P. Ellen Malphrus |
| Highest Degree, Field, & University(3) | Ph.D., English (American Literature), University of South Carolina; M.F.A., University of South Carolina |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Associate Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p><i>Untying the Moon: A Novel</i>. Story River Books (USC Press), 2015.</p> <p>"The Prince of Tides as Archetypal Hero Quest." <i>The Southern Literary Journal</i> (UNC Chapel Hill) 39:2 (Spring 2007): 100-118.</p> <p>Co-director, Pat Conroy at 70 (literary festival and conference).</p> <p>Faculty sponsor, Society of Creative Writers, and <i>The Pen: USCB's Creative Journal of Writing and Art</i>.</p> |
| Teaching or other professional experience in P-12 schools(9) | |

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|---|--|
| Faculty Member Name | Lauren Hoffer |
| Highest Degree, Field, & University(3) | Ph.D., English (British Literature), Vanderbilt University |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Assistant Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>with Sarah Kersh, "The Victorian Family in Queer Time: Secrets, Sisters, and Lovers in <i>The Woman in White</i> and <i>Fingersmith</i>." In <i>Queer Victorian Families: Curious Relations in Literature</i>. Ed. Duc Dau and Shale Preston. New York: Routledge, 2015. 195-210.</p> <p>Essay Review. "Reading for the Knowable and the Unknowable: Thinking, Feeling, and Learning in the Victorian Novel." <i>Studies in the Novel</i> 46.2 (Summer 2014). 254-260.</p> <p>"Employment Relations and the Failure of Sympathy in Hardy's <i>Desperate Remedies</i> and <i>The Mayor of Casterbridge</i>." <i>Victorians Institute Journal</i> 41 (2013)</p> <p>Faculty sponsor, Sigma Tau Delta. Co-sponsor, <i>The May River Review: USCB's Interdisciplinary Critical Journal</i></p> |
| Teaching or other professional experience in P-12 schools(9) | |

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|---|---|
| Faculty Member Name | Mollie Barnes |
| Highest Degree, Field, & University(3) | Ph.D., English (American Literature), University of Georgia |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Assistant Professor |

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|---|---|
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>"Historical Imagination in Elizabeth Barrett Browning's <i>Casa Guidi Windows</i>." Forthcoming in <i>Victorian Poetry</i>.</p> <p>with Rebecca Weber, "Lions and Tigers and Bears and Environmentalists, Oh My: An Ecocritical Reading of L. Frank Baum's <i>The Wonderful Wizard of Oz</i>." <i>The Oswald Review</i> 7 (2005): 1–45.</p> <p>Grant to attend NEH Summer Institute: Transcendentalism and Social Reform in the Age of Emerson, Thoreau, and Fuller, 2015.</p> <p>Co-sponsor, <i>The May River Review: USCB's Interdisciplinary Critical Journal</i></p> |
| Teaching or other professional experience in P-12 schools(9) | |

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|---|---|
| Faculty Member Name | George Pate |
| Highest Degree, Field, & University(3) | Ph.D., Theater and Performance, University of Georgia; M.A. English, University of Tennessee |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Assistant Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>"Whose Joke Is It Anyway?: Originality and Theft in the World of Standup Comedy," <i>Theatre Journal</i> (March 2014).</p> <p>"Totally Original": Daly, Boucicault, and Commercial Art in Late Nineteenth Century Drama," <i>Theatre Symposium</i>. Forthcoming.</p> <p>"This is a Real Gun': 500 Clown and Speech Act Theory," <i>The Journal of Dramatic Theory and Criticism</i> (Spring 2013).</p> <p>Director of numerous USCB student productions; faculty sponsor USCB Drama Club</p> |
| Teaching or other professional experience in P-12 schools(9) | |

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|---|---|
| Faculty Member Name | Erin McCoy |
| Highest Degree, Field, & University(3) | Ph.D., Humanities, University of Louisville; MA, English, Clemson University |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Assistant Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | "Yo Protesto!: Puerto Rican Anti-Vietnam War and Pro-Independence Protests." <i>Penumbra: an Interdisciplinary of Critical and Creative Inquiry</i> . Vol. 2. Spring 2015. "'The Revolution Will Not Be Televised' (But There Will Be a Soundtrack): Exploring 20th and 21st Century Revolt through Popular Music." <i>Revolt and Revolution: Reaching for the Possible</i> . Inter-Disciplinary Press. Dec. 2014. ISBN: 978-1-84888-347-5. Director of Liberal Studies Program Faculty Sponsor, Sand Shark Veterans |
| Teaching or other professional experience in P-12 schools(9) | |

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|---|---|
| Faculty Member Name | Bruce Marlowe |
| Highest Degree, Field, & University(3) | Ph.D. Educational Psychology and Evaluation, Catholic University of America |
| Assignment: Indicate the role of the faculty member(4) | Teaching Faculty / Department Chair, Department of Education |
| Faculty Rank(5) | Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional | Marlowe, B.A. & Canestrari, A.S. (under contract; in progress). <i>Handbook of Educational Foundations: International Perspectives</i> . Oxford, UK: Wiley-Blackwell. |

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| Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | Canestrari, A.S. & Marlowe, B.A. <i>Educational Foundations: An Anthology of Critical Readings, 3rd ed.</i> Thousand Oaks, CA: SAGE Publications, 2013. |
| Teaching or other professional experience in P-12 schools(9) | Secondary English Teacher, The Chelsea School, Silver Spring, MD, 1985-88. |

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|---|--|
| Faculty Member Name | Renarta Hutchinson Tompkins |
| Highest Degree, Field, & University(3) | Ph.D., Educational Studies (Literacy), Emory University |
| Assignment: Indicate the role of the faculty member(4) | Teaching Faculty |
| Faculty Rank(5) | Associate Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | <p>Kallus, M., Tompkins, R. H., & Cobb, J. (2015). Multicultural Literature and the Common Core Standards. <i>Reading Matters</i>.</p> <p>Tompkins, R. (2013, April). <i>Closing the achievement gap: Increasing oral language skills before kindergarten</i>. Presentation at the Lowcountry Early Childhood Conference, Ridgeland, S.C.</p> <p>Tompkins, R. H. (2013, February). <i>Teaching with South Carolina Books</i>. Presentation. Presentation at 38th Annual Conference of the South Carolina State Council of the International Reading Association, Myrtle Beach, S.C.</p> |
| Teaching or other professional experience in P-12 schools(9) | Interim Director of Title I, Clayton County Schools Instructional Supervision, Morrow Elementary, Morrow, GA Classroom Teacher, Atlanta Public Schools & Clayton County Schools |

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|---|---|
| Faculty Member Name | Maryanne V. Rizzi |
| Highest Degree, Field, & University(3) | M.S., Curriculum and Instruction, Kent State University |

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| Assignment: Indicate the role of the faculty member(4) | Field Placement Coordinator |
| Faculty Rank(5) | |
| Tenured/Tenure Track (Y/N) | N |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | |
| Teaching or other professional experience in P-12 schools(9) | District Math Coordinator, Beaufort County School District Instructional Specialist, Warren City School District (Ohio) Classroom Teacher-Warren City School District (Ohio), Gr. 1, 2, 5, 6, 7, 8) |

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|---|--|
| Faculty Member Name | Elizabeth Hammond Brinkerhoff |
| Highest Degree, Field, & University(3) | Ph.D., Learning and Cognition (Ed. Psychology), Florida State University |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty |
| Faculty Rank(5) | Assistant Professor of Educational Psychology |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | Brinkerhoff, E.H., & Roehrig, E.H. (2016). <i>First grade teachers' language model</i> . In review. Brinkerhoff, E.H. (2016). Program for parents and children. Written for The Literacy Center, Hilton Head Island, SC. Reviewer for multiple journals and the Dina Feitelson Award (ILA) |
| Teaching or other professional | Elementary classroom teacher, Volusia County (Florida) School District (P, K, 2, 3, ESE self-contained) |

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|---|--|
| experience in P-12 schools(9) | |
| Faculty Member Name | Elizabeth Lee Johnson |
| Highest Degree, Field, & University(3) | Ph.D., Elementary Education, University of South Carolina |
| Assignment: Indicate the role of the faculty member(4) | Teaching faculty, Elementary program coordinator |
| Faculty Rank(5) | Assistant Professor |
| Tenured/Tenure Track (Y/N) | Y |
| Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8) | Johnson, E.L. (2014). <i>Relationships between prior experiences, current teaching contexts, and novice teachers' use of concrete representation for mathematics instruction</i> . (Doctoral Dissertation, University of South Carolina.) Johnson, E.L. (2015). Influences of Prior Experience and Current Teaching Contexts on New Teachers' use of Manipulatives for Math Instruction. <i>Teacher Education Journal of South Carolina</i> , 15(1), 67-75. |
| Teaching or other professional experience in P-12 schools(9) | Pan-American School of Bahia, Salvador, Brazil. 2004-2006. Gr. 5 Math and Science. Finley Road Elementary, Rock Hill, SC. 1993-2004. Gr. 5 Self-contained. Belleview Elementary, Rock Hill, SC. 1989-1993. Gr. 3 and 5 Self-contained. Chester Junior High School. 1984-1989. Grades 7 and 8 Language Arts. |

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.

| Type and Number of Assessment | Name of Assessment | Type or Form of Assessment | When the Assessment Is Administered |
|--|---------------------------------------|--|--|
| Assessment #1: Licensure assessment, or other content based assessment (required) | Praxis II | ETS Examination required for Licensure—English Language Arts: Content and Analysis (5039) | Junior and Senior Year |
| Assessment #2: Content knowledge in English (required) | GPA in Designated Courses | GPA in Designated Content Area Courses | Throughout program (see courses to be included in description below) |
| Assessment #3: Candidate ability to plan instruction (required) | Unit Plan Construction and Evaluation | Students will be required to follow state standards to set learning goals and plan for instruction by creating lesson plans and teaching materials which are then evaluated in multiple components. | Fall Semester of Senior Year (ENGL 481, Secondary ELA Practicum) |
| Assessment #4: Student teaching in internship (required) | Internship Evaluations | Observational survey completed by supervising teacher indicating presence/absence of ten teaching behaviors. | Spring Semester of Senior Year (ENGL 483, Secondary ELA Internship) |
| Assessment #5: Candidate effect on student learning (required) | Impact on Student Learning Assignment | Assignment to specifically address the effects candidate’s teaching has on students and to address changes that may be beneficial. | Spring Semester of Senior Year (ENGL 483, Secondary ELA Internship) |
| Assessment #6: Additional assessment that addresses NCTE standards (required) | “Writing Social Justice” Portfolio | Students 1) research and gather artifacts in a portfolio that speak to the themes and/or practices of social justice, 2) write a critical introduction to the portfolio that explores how they could create “standards-based, coherent, and relevant learning experiences” in writing and reading, through the ideas about social justice represented in these | Fall Semester of Junior Year (ENGL 470, Teaching of Writing) |

| | | | |
|--|--|--|--|
| | | artifacts, and 3) write a related writing assessment. | |
| Assessment #7: Additional assessment that addresses NCTE standards (optional) | Remediation / Multimodal Text Assignment | Students remediate an essay they have written into a multimodal text and provide a rationale for the remediation. | Spring Semester of Sophomore Year (ENGL 460, Advanced Composition) |
| Assessment #8: Additional assessment that addresses NCTE standards (optional) | Capstone Portfolio | Students create and compile a multimedia portfolio demonstrating learning across the program, with a newly drafted reflective, critical introduction. Students workshop portfolios with their peers and present their final portfolios to the class. | Spring Semester of Senior Year (ENGL 490, English Capstone) |

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 |
|--|----|----|----|----|----|----|----|----|
| <i>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.</i> | | X | | | | X | | X |
| <i>Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</i> | | | | | | | | |

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 |
|---|----|----|----|----|----|----|----|----|
| <p><i>Element 1:</i> 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.</p> <p><i>Element 2:</i> 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.</p> <p><i>Element 3:</i> Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.</p> | | X | | | | | X | X |

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 |
|--|----|----|----|----|----|----|----|----|
| <p><i>Element 1:</i> 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.</p> <p><i>Element 2:</i> 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.</p> <p><i>Element 3:</i> Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning</p> | | | X | X | X | X | | |

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|--|--|--|--|--|--|--|--|--|
| <p>of reading and that utilize individual and collaborative approaches and a variety of reading strategies.</p> <p><i>Element 4:</i> Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p> <p><i>Element 5:</i> Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.</p> <p><i>Element 6:</i> Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.</p> | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

4. CONTENT PEDAGOGY: Planning Composition Instruction in English Language Arts

Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| <p><i>Element 1:</i> Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p> <p><i>Element 2:</i> Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.</p> <p><i>Element 3:</i> Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.</p> <p><i>Element 4:</i> Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.</p> | | | X | X | X | X | | |

5. LEARNERS & LEARNING: Implementing English Language Arts Instruction

Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| <p><i>Element 1:</i> Candidates plan and implement instruction based on English Language Arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.</p> <p><i>Element 2:</i> Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts.</p> <p><i>Element 3:</i> 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.</p> <p><i>Element 4:</i> 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.</p> | | | X | X | X | | | |

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 |
|--|----|----|----|----|----|----|----|----|
| <p><i>Element 1:</i> 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.</p> <p><i>Element 2:</i> 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.</p> | | | X | X | X | X | | X |

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 |
|--|----|----|----|----|----|----|----|----|
| <i>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.</i> | | | | | | | | |
| <i>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.</i> | | | | X | | | | X |

SECTION IV **Evidence of 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 should be required of all candidates. Assessments and scoring guides 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 NCATE's unit standard 1: • Content knowledge (Assessments 1 and 2) • Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4) • Focus on student learning (Assessment 5)

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

For each assessment, the compiler should prepare 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;

(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 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 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://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

Assessment 1: Licensure assessment or other content based assessment

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The state of South Carolina requires the PRAXIS II exam, English Language Arts: Content and Analysis (5039), administered by the Educational Testing Service (ETS), for licensure.

NCTE, subject to CAEP requirements, also requires a licensure assessment as Assessment 1.

Students must take and pass the PRAXIS II to be admitted into the Internship.

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.

We recognize NCTE does not endorse the alignment this exam to its standards. NCTE's *A Guide for Preparing the NCTE/NCATE Program Report for the Preparation of English Language Arts Teachers* (2012), in its discussion of Assessment 1 and exams such as the PRAXIS II, states

federal accrediting guidelines for NCATE require it to collect these data. NCTE, however, has not endorsed the alignment of current PRAXIS II, NES, or other state designated tests with its standards. For the rationale and background on this issue, consult the NCTE/NCATE Research Project on the Assessment of the Preparation of Teachers of English Language Arts (January 2001).

Therefore, we claim no alignment between the PRAXIS II and NCTE Standards.

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

The Praxis II (5039) consists of 130 selected response (SR) questions and two constructed response (CR). According to the Praxis II Test Companion published by ETS, this exam is

aligned with the Common Core State Standards (CCSS) for English Language Arts, the test measures examinees' skills and knowledge of concepts relevant to three categories: reading, including the study of literature (i.e., stories, drama, and poetry) and informational texts (i.e., literary nonfiction, such as essays, biographies, and speeches); use of the English language, including conventions of standard English and vocabulary development; and writing, speaking, and listening. The two constructed-response (CR) questions, or short essays, also address the first and third categories: reading and writing, speaking, and listening. The first CR question asks examinees to analyze the central idea and key literary elements of a poetry or prose excerpt from United States, British, or World literature of any period. The second CR question asks examinees to read an excerpt from a literary essay and analyze the central idea and important rhetorical features used to construct an argument. (ETS, 2015, <http://www.ets.org/s/praxis/pdf/5039.pdf>).

f. The scoring guide for the assessment;

N/A

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 2: Assessment of content knowledge in English language arts
GPA in Designated Courses**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

Provide a brief description of the courses and a rationale for the selection of this particular set of courses. Provide a rationale for how these courses align with specific SPA standards as well as an analysis of grade data included in the submission. (Limit to two pages)

The range of courses designated here represent a broadly conceived degree in English, including the study of literature, language, and composition pedagogy, and the practice of writing. ENGL 200: Introduction to English Studies provides an overview of the distinctive fields, methods, and terminology employed in the discipline of English, and seeks to improve student's abilities in reading and writing generally, as well as provide an introduction to literary theory. A series of four sophomore-level literary surveys (ENGL 270: World Literature; ENGL 287: American Literature; ENGL 288: English Literature I; ENGL 289: English Literature II) introduce students to a range of texts, canonical and non-canonical, print and non-print texts, exposing students to "a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes." (NCTE 1.1). In all these 200-level courses, students are required to "compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose" and to "understand that writing is a recursive process" (NCTE 2.1). Further, ENGL 460: Advanced Composition is focused on the composing process, developing a clear and efficient style, reading multimedia texts and writing multimodal texts.

In the junior year, students begin taking a series of specialized courses to prepare them to be secondary teachers, which also reflect the state add-on requirements for licensure in Secondary ELA (detailed in Section III of this proposal). ENGL 432: Literature for Young Adults focuses on how adolescents read and exposes candidates to adolescent literature. ENGL 442: Principles of Modern Literary Theory prepares candidates to use and to teach a variety of literary theories. ENGL 470: Teaching of Writing helps students explore and apply composition pedagogical theories. Two courses in language, ENGL 450: English Grammar and ENGL 453: Development of the English Language, expose candidates "conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics)," "the concept of dialect," "relevant grammar systems (e.g., descriptive and prescriptive), "the influence of English language history on ELA content," and "the impact of language on society" (NCTE 2.2). Two further courses in literacy, EDRD 319: Foundations of Reading for Secondary Teachers and EDRD 429: Content Literacy for Secondary Teachers help candidates understand how adolescents read and compose texts in print and multimedia environments, as well as acquire language.

Two methods courses, ENGL 480: Secondary ELA Methods and ENGL 482: Secondary ELA Seminar, while designed to help candidates plan, assess, and implement ELA instruction, are also important content knowledge courses as they help candidates become knowledgeable about how adolescents *read texts* (NCTE 1.3) texts and *compose texts* (NCTE 2.3) and make meaning through interaction with media environments. We understand theories of composition pedagogy to be a part of Standards 1 and 2, and they will feature prominently in ENGL 480 and 482.

In their last semester, candidates will take ENGL 490: English Capstone, a one-credit course, for which they will compile, reflect, and present their Capstone Portfolio (Assessment 8).

Students are also required to take two further advanced courses in Literature, one covering literature before the year 1800 and one after 1800. Students may select from a variety of courses routinely offered
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by the department—these courses cannot be included in this Assessment because the students will not all be taking the same courses.

The table below, in part b., gives a description of each course and key assignments that show how the course meets these identified content standards. For each course, at least 75% of the course evaluation is keyed to writing assignments, with the other weight distributed variously in presentation and participation grades—grades that are important for educating the whole person and encouraging students to develop attitudes and skills in collaboration, creativity, and life-long reflective action. We believe writing about concepts—exploring how ideas, texts, and concepts work in language—is a better reflection of content knowledge than attempts at objective testing. That said, the Department of English, Theater, and Liberal Studies has adopted as guidelines the American Association of College & Universities (AAC&U) VALUE Rubrics for Reading and Writing Communication for assessing writing projects.

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.

| Standard/s Addressed by Course | Course Name & Number | Brief Description of Course and How the Course Meets the Cited Standards, i.e. Key Assignments |
|---------------------------------------|--|---|
| 1.1, 2.1 | ENGL 200: Introduction to English Studies | Course focuses on the history, present state, and potential futures of English Studies with an emphasis on the distinctive fields, methods, and terminology employed in the discipline of English. It aims to hone skills in the disciplinary fundamentals of critical thinking, analysis, interpretation, research, and writing. 50% of course grade based on formal writing assignments (1 rhetorical and 1 literary analysis of 3-5 pages each + an 8-10 page research paper on English Studies developed individually by each student); 30% on regular course blog as well as participation/professionalism; 20% for cumulative final exam. |
| 1.1, 2.1 | ENGL 270: World Literature | Course focuses on literature from around the world in a series of different eras, from ancient to modern. 15% of course grade based on course exphrasis assignment, 10% on a cultural history & literature presentation, 40% on two 7-8 page essays (one on a specific character and era, one on a specific text and surrounding cultural events), and 25% on a comprehensive final essay; 10% for attendance/participation/discussions. |
| 1.1, 2.1 | ENGL 287: American Literature | Course focuses on American literature, primarily from the Revolution to the present. 10% of course grade based on daily writing (notes in commonplace books, reading quizzes), 15% on three two-page response papers (one before the midterm and two after), 35% on two five-page close reading essays, 15% on a midterm (material before the Civil War), 20% on a final exam (mostly material after the Civil War with one big-picture comprehensive component), reflecting analysis of required readings including literary theory and criticism. |

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| 1.1, 2.1 | ENGL 288: English Literature I | Course focuses on literature and the development of the English language from Anglo-Saxon texts through the 18th century. 30% of course grade based on two 5-6 page comparative close reading essays, 20% on a comprehensive final exam [75% of which are essay answers]; 25% on one-page close reading responses to the literature, and 25% on group interpretive projects and presentations. |
| 1.1, 2.1 | ENGL 289: English Literature II | Course focuses on major movements, writers, and works in the British literary tradition from the 18th to the 21st century. 35% of course grade based on formal writing assignments (a 5 page close reading of a poem and 7-8 page research paper); 30% on midterm and final exams; and 35% on class citizenship, including a Discussion Leader Session in which students contextualize our readings with independent research and guide class discussion, Quizzes/Homework, and Participation/Professionalism. |
| 1.1, 1.2, 2.1, | ENGL 432: Literature for Young Adults | Course focuses on literature for and about young adults, with emphasis on how adolescents read and understand literature. 40% of the course grade based on three short essays, 30% on a research paper project, 10% on short writing, 10% on group work, and 10% on participation. |
| 1.1, 2.1 | ENGL 442: Principles of Modern Literary Theory | Course focuses on exposing students to a number of 20 th century critical theories through a study of the terminology, conceptual frameworks, and primary texts by the theorists who helped to define those perspectives and on enabling students to put these theories into practice as they formulate their own interpretive arguments about literary texts and other cultural sources. 50% of course grade based on formal writing assignments (two 3-5 page position papers each applying a different school of theory and an 8-10 page research paper); 30% on class citizenship, consisting of a group presentation project, regular informal writing assignments, and participation/professionalism; and 20% on a cumulative final exam. |
| 2.1, 2.2 | ENGL 450: English Grammar | Course focuses on major structures of English morphology and syntax; role of language history and social and regional variation in understanding contemporary English. Key assignments will be determined during course development. |
| 2.1, 2.2 | ENGL 453: Development of the English Language | Course focused on the development of English from Indo-European through Germanic and into Old English, Middle English and Modern English. Key assignments will be determined during course development. |
| 1.1, 2.1 | ENGL 460: Advanced Composition | Course focuses on the composing process, developing a clear and efficient style, reading multimedia texts and writing multimodal texts. |

| | | |
|--------------------|---|---|
| 2.1, 2.2, 2.3 | ENGL 470: Teaching of Writing | Course focuses on theories and methods of teaching composition and provides extensive practice in various kinds of writing. Key assignments will be determined during course development. |
| 1.2, 2.1, 2.2, 2.3 | ENGL 480: Secondary ELA Methods | Course focuses on pedagogical theory and practice, knowledge and application of composition theory, curriculum planning and assessment in the secondary ELA setting. Key assignments will be determined during course development. |
| 1.2, 2.1, 2.2, 2.3 | ENGL 482: Secondary ELA Seminar | Course focuses on pedagogical theory and practice, knowledge and application of composition theory, curriculum planning and assessment in the secondary ELA setting. Key assignments will be determined during course development. |
| 1.1, 2.1 | ENGL 490: English Capstone | Course focuses on the preparation (through a peer-workshopping process) and presentation of senior portfolios. The course grade will mostly be determined by the quality of the portfolio. |
| 1.2, 2.3 | EDRD 319 Foundations of Reading for Secondary Teachers | Course focuses on the basics of teaching reading and writing in secondary content classes. Candidates will be prepared support students in 9-12 grade who are struggling to read, write, and comprehend information through assessment and differentiation. Key assignments will be determined during course development. |
| 1.2, 2.3 | EDRD 429: Content Literacy for Secondary Teachers | Course focuses on strategies for teaching literacy within the framework of content area classes. The course teaches a sound theoretical knowledge of academic vocabulary, nonfiction texts structures and strategies for analyzing texts to improve the knowledge base. Key assignments will be determined during course development. |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

USCB's Grade Policies:
 University of South Carolina Beaufort Academic Bulletin (2015-16)

Course grades are determined by class participation and examination grades, combined in such proportion as the professor may decide. [...] "A", "B", "C", "D" represent passing grades in order from highest to lowest. "B+", "C+", "D+" may also be recorded. "F" represents failing performance. "FN" indicates the student stopped attending class and did not therefore complete course requirements. "AUD" indicates a course was carried on an audit basis. (76)

The grade point average is computed on the basis of all semester hours attempted for credit, except for credit hours carried under the Pass-Fail or audit options. Courses in which a grade of S, U, AUD, I, or W was earned are not considered in computing the GPA. The grade points earned in any course carried with a passing grade ("A", "B+", "B", "C+", "C", "D+", "D") are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of "A" was earned, the factor is 4; for "B+", 3.5 for "B", 3; for "C+", 2.5; for "C", 2; for "D+", 1.5; for "D", 1. The grade point average is determined by dividing the total number of semester grade points earned by the total number of semester hours attempted for credit (excepting hours carried on a Pass-Fail or Audit basis). No grade points are assigned to "F", "FN", "S", "U", "WF", "W", "I", "AUD", and "NR". (77).

Students pursuing the B.A. in English, with Secondary English Language Arts Licensure, must earn a grade of C or better in the coursework selected for this assessment.

f. The scoring guide for the assessment;

N/A

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 3: Candidate ability to plan instruction
Unit Plan Construction and Evaluation**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

In ENGL 480 Secondary ELA Methods, teaching candidates design and implement a unit of lesson plans for teaching important ELA skills and concepts in a high school setting. The unit is a series of lesson plans for each day the candidate will be teaching, including all handouts, readings, assignments, and assessments. At least one lesson plan incorporates the investigative use of electronic technology. In their initial practicum (ENGL 481 Secondary ELA Practicum), candidates teach these units and are asked to reflect upon them.

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.

Alignment between NCTE Standards and Assessment 3

| Topic Addressed by Assessment 3 | NCTE Standard and Elements |
|--|-----------------------------------|
| Content Pedagogy: Planning Literature and Reading Instruction | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 |
| Content Pedagogy: Planning Composition Instruction | 4.1, 4.2, 4.3, 4.4 |
| Implementing English Language Arts Instruction | 5.1, 5.4 |
| Professional Knowledge and Skills (Social Justice) | 6.1, 6.2 |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

Unit Plan Assignment (ENGL 480 and 481)

Please submit the following items as your unit plan:

Narrative (3–4 pages). Write a narrative of your unit plan that clearly states **your goals** for the unit, and justifies your selection of activities and teaching methods. Support your choices by citing current research about student learning in English Language Arts. In your narrative, engage the following questions:

- In what ways are you planning instruction and designing assessments **for reading and the study of texts** to promote learning for all students? (NCTE 3.1-3.6)
- In what ways are you planning instruction and designing assessments for **composing texts** (i.e., oral, written, and visual) and **language** to promote learning for all students? (NCTE 4.1-4.4)
- In what ways are you planning instruction that promotes **social justice** and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society? (In what ways are you planning instruction that is 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 ELA?) (NCTE 6.1-6.2)
- In what ways would you change your unit plan if this were your own class? (We understand that inevitably some decisions for your unit will be dictated by school and cooperating teacher expectations.)

Complete lesson plans for each day that you will be teaching. Use the lesson plan template that has been required for all group and individual lesson plans in class. Please be sure to indicate whether you are planning for block or traditional schedules and always include time estimates for the major parts of your lessons. You are required to incorporate English Language Arts curricula and teaching materials from print and online resources of professional organizations where appropriate (cite your sources). At least one lesson plan should incorporate the investigative use of technology (e.g., SmartBoard, iPads, Flip Charts, etc).

Copies of all handouts that you create to support your lessons, classwork, and homework assignments.

Completely worked out copies of any tests, quizzes, or writing assignments, with point values and scoring policies indicated. Include your rubrics for grading these assessments. (Writing assignments must be accompanied by a grading rubric.)

f. The scoring guide for the assessment;

To be refined during ENGL 480 and ENGL 481 course development—

| Criteria | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Does Not Meet Expectations (1 points) |
|---|--|---|--|
| Completeness Does your unit plan contain the required elements? | All required elements present. | All but one of the required elements present. | At least two elements missing. |
| Narrative To what extent does your narrative clearly state your goals for the unit? To what extent does it justify (with research and support) your selection of activities and teaching methods? | Goals are clear. Justification is clear, persuasive, and grounded in research. | Goals are clear. Justification is clear and grounded in research. | Goals are not clear. Justification is not clear and may not be grounded in research. |

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| <p>Texts To what extent have you used your knowledge of theory, research, and practice in ELA to plan standard-based, coherent and relevant learning experiences utilizing a wide range of different texts and instructional strategies that are motivating and accessible to all students? (NCTE 3.1)</p> | <p>The plan has excellent potential as a learning experience. Aligns with SC ELA standards.</p> | <p>The plan has the potential as a learning experience. Aligns with SC ELA standards.</p> | <p>The plan does not have potential as a learning experience. May not align with SC ELA standards.</p> |
| <p>Texts–Assessments To what extent have you designed a range of authentic assessments 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? (NCTE 3.2)</p> | <p>The assessment demonstrates the candidate’s deep understanding of how to promote students’ development as readers.</p> | <p>The assessment demonstrates the candidate’s adequate understanding of how to promote students’ development as readers.</p> | <p>The assessment demonstrates the candidate’s cursory understanding..</p> |
| <p>Reading To what extent have you planned standard-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? (NCTE 3.3)</p> | <p>The plan has excellent potential as a learning experience. Aligns with SC ELA standards.</p> | <p>The plan has the potential as a learning experience. Aligns with SC ELA standards.</p> | <p>The plan does not have potential as a learning experience. May not align with SC ELA standards.</p> |
| <p>Reading–Assessments To what extent have you designed or knowledgeably selected appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes? (NCTE 3.4)</p> | <p>The assessment demonstrates the candidate’s deep understanding of how to promote students’ development as readers.</p> | <p>The assessment demonstrates the candidate’s adequate understanding of how to promote students’ development as readers.</p> | <p>The assessment demonstrates the candidate’s cursory understanding..</p> |
| <p>Reading–Language To what extent have you planned instruction that incorporates knowledge of language to facilitate students’ comprehension</p> | <p>The plan has excellent potential as a learning experience.</p> | <p>The plan has the potential as a learning experience.</p> | <p>The plan does not have potential as a learning experience.</p> |

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|---|---|---|---|
| and interpretation of print and non-print texts (NCTE 3.5) | | | |
| Interdisciplinarity To what extent have you planned instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials? (NCTE 3.6) | The plan has excellent potential as a learning experience. | The plan has the potential as a learning experience. | The plan does not have potential as a learning experience. |
| Writing To what extent have you used your knowledge of theory, research, and practice in ELA to plan standard-based, coherent and relevant composing experiences, reflecting an understanding of writing processes and strategies? (NCTE 4.1) | The plan has excellent potential to help develop student writers. Aligns with SC ELA standards. | The plan has the potential to help develop student writers. Aligns with SC ELA standards. | The plan does not have potential to help develop student writers. May not align with SC ELA standards. |
| Writing–Assessments To what extent do the writing assessments have the potential to promote students’ development as writers, are appropriate to the writing task, and are consistent with current research and theory? To what extent will the candidate be able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage growth over time? (NCTE 4.2) | The assessment demonstrates the candidate’s deep understanding of how to promote students’ development as writers. Assessments creatively and insightfully reflect current research and theory. | The assessment demonstrates the candidate’s adequate understanding of how to promote students’ development as writers. Assessments are consistent with current research and theory. | The assessment demonstrates the candidate’s cursory understanding. Assessments are inconsistent with current research and theory. |
| Writing–Language To what extent have you designed instruction related to the strategic use of language conventions in the context of student’s writing for different audiences, purposes, and modalities? (NCTE 4.3) | The instruction has excellent potential to develop students that are strategic users of language. | The instruction has the potential to develop students that are strategic users of language. | The instruction does not have the potential to develop students that are strategic users of language. |
| Writing–Languages To what extent have you designed instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices | The instruction has excellent potential to develop students that are skillful users of language. | The instruction has the potential to develop students that are skillful users of language. | The instruction does not have the potential to develop students that are skillful users of language. |

| | | | |
|--|---|---|---|
| for a variety of audiences and purposes? (NCTE 4.4) | | | |
| Promotion of Social Justice To what extent have you designed instruction to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society? (NCTE 6.1) | The instruction has excellent potential to promote social justice and critical engagement. | The instruction has the potential to promote social justice and critical engagement. | The instruction does not have the potential to promote social justice and critical engagement. |
| Responsiveness Based on the documents submitted, what is the potential of this proposed instruction to be responsive to student's histories, individual identities, and languages/dialects as they affect students' opportunities to learn in ELA. (NCTE 6.2) | The instruction has excellent potential to be responsive. | The instruction has the potential to be responsive. | The instruction does not have the potential to be responsive. |
| Plan and Implement Instruction Candidate demonstrates the ability to begin to plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about student's linguistic and cultural backgrounds. (NCTE 5.1) | Candidate demonstrates excellent potential in planning and implementing instruction. | Candidate demonstrates potential in planning and implementing instruction. | Candidate demonstrates limited potential in planning and implementing instruction. |
| Strategies and Resources Candidate demonstrates the ability to 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 ELA. (NCTE 5.4) | Candidate demonstrates excellent potential in selecting, creating, and using a variety of strategies and resources. | Candidate demonstrates potential in selecting, creating, and using a variety of strategies and resources. | Candidate demonstrates limited potential in selecting, creating, and using a variety of strategies and resources. |
| Mechanics, Clarity, and Design | Sophisticated style with very few or no spelling, grammatical, or punctuation errors; shows definite signs of proofreading and revision; very attractively presented. | Strong writing style with a few spelling, grammatical, or punctuation errors; neatly presented. | Many spelling, grammatical, or punctuation errors that make the paper difficult to read; little to no signs of proofreading; not very neatly presented. |

45–51 pts. = exceeds expectations

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28–44 pts. = meets expectations
0–26 pts. = does not meet expectations

g. Charts that provide candidate data derived from the assessment.

N/A

Assessment 4: Student teaching in internship Final Evaluation of Internship

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The internship experience is the culmination of the teacher preparation program and represents a bridge between theory and practice. The knowledge, skills, and dispositions developed through formal course work, observational opportunities, and practicum experience are put into practice through an intensive practical application of professional attributes as a teacher candidate.

The Secondary ELA Final Internship Evaluation instrument follows the guidelines and organization of South Carolina's "Assisting, Developing, and Evaluating Professional Teaching" (ADEPT) legislation. ADEPT measures teacher performance toward ten ADEPT Performance Standards (APS). The ADEPT Performance Standards concern planning, instruction, assessment, and professionalism. The alignment between the ADEPT Performance Standards and the NCTE Standards is noted below. In areas that ADEPT Performance Standards do not fully address the NCTE Standards, we are adding supplemental dimensions to the Final Internship Evaluation form to more directly address NCTE Standards.

The observations and evaluations of the intern's classroom teaching performance address all ADEPT Performance Standards but two: APS 1 (long-term planning) and APS 10 (fulfilling professional responsibilities). For this reason, further documentation is required. In order to fulfill APS 1 (Long-range planning), interns complete a long-range plan, spanning the entire semester in which the intern is in the school setting. This long-range plan includes an overview of the assessment processes in use, a description of the classroom management system, and an analysis of contextual factors (including class demographics) that influence the approach to teaching. For APS 10 (Fulfilling professional responsibilities), interns complete a questionnaire (based on a template provided by the state ADEPT system) in which they reflect on their own professional involvement in terms of, for example, advocating for students, working for organizational (school) goals, and continuing to be an active learner in the profession.

We train university supervisors and cooperating teachers to use ADEPT to evaluate our teacher candidates in a one-day training session. This training session provides evaluators with an overview of all the ADEPT Performance Standards and of the related teaching tasks (with evaluation instruments) that USCB has designed for the internship experience. In this way, university supervisors and mentor teachers are fully aware of the relationship between the state's ADEPT system and corresponding evaluations particular to the USCB B.A. in English, with Secondary ELA Licensure.

A university supervisor and a mentor teacher both evaluate each candidate using ADEPT Performance Standards several times during the candidate's senior year.

University supervisors are considered to be master teachers in their area of expertise and demonstrate the professional dispositions required. Whenever possible, interns are placed under the supervision of a full-time faculty member. If a person is not a full-time faculty member, the following qualifications must be met for part-time supervision: former teacher and/or administrator in public school division; at least 5 years of successful teaching within content of supervision; written or verbal recommendations of former supervisors or administrative colleagues; current or former state teacher's license; endorsement in the same level and broad-subject area as intern; and a Master's degree.

Mentor teachers who evaluate teacher candidates using the ADEPT instrument must have approval by USC Beaufort, B.A., English, Secondary English Language Arts Licensure, CAAL, 10/26/2017 – Page 74

principal and district office; model excellence in teaching; exhibit high expectations for students; demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations; possess strong instructional skills and current content knowledge; display strong skills in collaborating with other teachers and parents; have received an outstanding performance evaluation for the last two years of teaching; have attained continued contract status; and have committed to the time and effort needed to serve as a mentor.

Candidates receive an introduction to ADEPT in their fall semester **Practicum**. During the Practicum, they are evaluated a minimum of two times by both the university supervisor and the mentor teacher and also at the midterm and at the conclusion of the Practicum. In the spring semester, candidates participate in a three day Internship Institute where they receive ADEPT training and preparation for their Internships. During the **Internship**, university supervisors conduct a minimum of three formal ADEPT observations and mentor teachers conduct a minimum of five formal ADEPT observations. In addition to formal observations, both the mentor teacher and university supervisor collaborate in the evaluation of the intern's performance at midterm and at the conclusion of the internship period. If a candidate experiences difficulty in an internship, an action plan is developed in coordination with Student Success Center to assist the intern in meeting expectations for improvement.

The Secondary ELA Internship Rubric is adapted from Winthrop University's Internship I and II Rubric (2013) & ECED Midterm/Final Evaluation Report (2011).

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.

The alignment between the ADEPT Performance Standards and the NCTE Standards is noted below, and will be noted specifically by element on the Internship Evaluation Rubric. In areas that ADEPT Performance Standards do not fully address the NCTE Standards, we are adding supplemental dimensions to the Final Internship Evaluation form to more directly address NCTE Standards.

| ADEPT Performance Standard | NCTE Standards | How is Data Collected? | Who Reviews Data? | How is Feedback Given? |
|--|---|---|---|--|
| APS1: Long-range Planning | 5.1, 5.2, 5.3 (Learners and Learning: Implementing ELA Instruction) | Long Range Plan | University Supervisor | Assistance from mentor Verbal and Written feedback |
| APS2: Short Range Planning of Instruction | 5.1, 5.2, 5.3, 5.4 (Learners and Learning: Implementing ELA Instruction) | Teacher Work Sample Short range plans developed by interns | Mentor Teacher and University Supervisor | Daily Feedback Midterm Evaluation Final Evaluation Teacher Work Sample Rubric |
| APS3: Planning Assessments and Using Data | 5.3 (Learners and Learning: | Teacher Work Sample | University Supervisor and ENGL 482 Instructor | Daily Feedback Midterm Evaluation |

| | | | | |
|--|--|--|--|--|
| | Implementing ELA Instruction) | | | Final Evaluation Teacher Work Sample Rubric |
| APS4: Establishing and Maintaining High Expectations for Learners | 5.2, 5.3 (Learners and Learning: Implementing ELA Instruction) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |
| APS5: Using Instructional Strategies to Facilitate Learning | 5.1, 5.2, 5.3 (Learners and Learning: Implementing ELA Instruction) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |
| APS6: Providing Content for Learners | 3.1, 3.5, 3.5 (Content Pedagogy: Planning Literature and Reading Instruction in ELA) 4.1, 4.3 (Content Pedagogy: Planning Composition Instruction in ELA) 5.2, 5.3 (Learners and Learning: Implementing ELA Instruction) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |
| APS7: Monitoring, Assessing, and Enhancing Learning | 5.3 (Learners and Learning: Implementing ELA Instruction) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |

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|---|--|---|--|--|
| APS8: Maintaining an Environment that Promotes Learning | 5.1 (Learners and Learning: Implementing ELA Instruction) 6.2 (Professional Knowledge and Skills) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |
| APS9: Managing the Classroom | 5.4 (Learners and Learning: Implementing ELA Instruction) | Classroom Observations Midterm Evaluation Final Evaluation | Mentor Teacher and University Supervisor | Verbal Feedback Observation Records Midterm Evaluation Final Evaluation |
| APS10: Fulfilling Professional Responsibilities Beyond the Classroom | 7.1, 7.2 (Professional Knowledge and Skills) | “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation and Rubric | University Supervisor | Verbal and Written Feedback |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

A rich description of the **Secondary ELA Final Internship Evaluation** is provided under the description (a) above. In areas that ADEPT Performance Standards do not fully address the NCTE Standards, we are adding supplemental dimensions to the Final Internship Evaluation form to more directly address NCTE Standards.

Below are the supplementary tools specified in (a) above:

- The **Long-Range Plan (APS 1) Internship Assignment**
- The **“Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation**

**Long-Range Plan (APS 1)
Internship Assignment**

Assignment:

Using the template below, complete a Long-Range Plan for the course/content area(s) that your unit for the Teacher Work Sample (TWS) will address. While your TWS covers two weeks within the semester, your Long-Range Plan should cover the entire semester of your internship, and the entire scope of the course in which your TWS is completed. This Long-Range Plan is to be submitted to your university supervisor according to the timeframe she/he has scheduled for you.

Note: The *Domain 1: Long-Range Planning* section of the *Secondary ELA Internship Evaluation Scoring Rubric* will be used to assess your Long-Range Plan.

ADEPT Performance Standard 1

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional assessment and management strategies necessary to help all students progress toward meeting these goals.

| | |
|------------|--|
| 1.A | The teacher obtains student information , analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. |
| 1.B | The teacher establishes appropriate standards-based long-range learning and developmental goals for all students. |
| 1.C | The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals. |
| 1.D | The teacher develops appropriate processes for evaluating and recording students' progress and achievement. |
| 1.E | The teacher plans appropriate procedures for managing the classroom. |

Section I: Student Information

(Key Element APS 1.A)

| |
|--|
| |
|--|

Section II: Learning and Developmental Goals

(Key Element APS 1.B)

List the major goals from the course/content area(s) that you are outlining.

| Goals |
|--------------|
| |
| |

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| | | | |
|-----------------------|-------|--|-------------------------------|
| | | | Meets Expectations |
| Supervisor signature: | Date: | | Does Not Meet Expectations |

**“Fulfilling Professional Responsibilities” (APS 10)
Internship Self-Evaluation**

Assignment:

This assignment requires you to evaluate the extent you successfully fulfilled professional responsibilities during your internship, using the key elements A, B, C, and E of ADEPT Performance Standard 10:

ADEPT Performance Standard 10

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

| | |
|-------------|--|
| 10.A | The teacher is an advocate for the students. |
| 10.B | The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. |
| 10.C | The teacher is an effective communicator . |
| 10.D | The teacher exhibits professional demeanor and behavior. |
| 10.E | The teacher is an active learner . |

For each of the following prompts, write no more than 200 words. Be specific and give clear examples.

1. Describe ways you collaborate with faculty in the school to help determine and meet individual student needs. (APS 10.A)
2. Describe two ways in which you demonstrate that all students can learn. (APS 10.A)
3. Describe the extent to which you actively participate in your school's professional learning community (e.g., attends and contributes to grade level meetings, faculty meetings, etc.). Your response should include the ways your participation helps make the school a positive and productive learning environment for all students. (APS 10.B)
4. The teacher candidate should be an effective communicator with faculty, staff, students, and parents. Elaborate on the variety of ways that you have communicated with the students' parents and attach a copy of a recent written communication to those parents (e.g., parent conferences, letters/newsletters, notes, e-mails, etc.). (APS 10.C)
5. In reference to the *ADEPT Performance Standards*, describe your professional strengths. How have you built on these strengths so far, and how do you plan to do so in the future? (APS 10.E)
6. In reference to the *ADEPT Performance Standards*, what are your professional challenges? How do you plan to address these challenges? (APS 10.E)
7. Based on your professional self-assessment, describe one important professional goal to support your professional growth (e.g., member of professional organization, participation in professional associations, courses, conferences, workshops, seminars, etc.). Explain why. (APS 10.E)

f. The scoring guide for the assessment;

Below is the **Secondary ELA Internship Evaluation Rubric**. The Scoring Sheet (specifically, the descriptions of what constitutes “exceeds expectations,” “meets expectations”, and “does not meet expectations”) will be developed as we develop the Internship course, based on the rubric used in USCB’s other teacher preparation programs, the ADEPT Performance Standards, and relevant NCTE standards, as described in (a) above. The rubric for the **Long-Range Plan (ADEPT APS 1) Internship Assignment** is embedded in the **Secondary ELA Internship Evaluation Rubric**. The rubric for the **Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation** follows the Internship Rubric below.

Internship Midterm/Final Evaluation

Teacher Candidate: ID#: Date:
 Cooperating Teacher: Grade: School:
 University Supervisor:

Number of *formative* observations this evaluation is based on:

_____ University Supervisor _____ Cooperating Teacher

Number of visits this evaluation is based on: _____ University Supervisor

Please check appropriate box: **Midterm Evaluation** **Final Evaluation**

Directions: Please refer to the Internship Evaluation Scoring Rubric when completing this form. This rubric provides detailed descriptions for teacher candidates at each of the following levels: E= Exceeds Expectations (3 points each); M = Meets Expectations (2 points each); D = Does Not Meet Expectations (1 point each); NO= No Opportunity (NO will not hinder total points)

| Planning (APS Domain 1) (refer to Candidate’s Long-Range Plan) | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|---|---|----------|----------|----------|-----------|---|
| CHECK ONE | | | | | | |
| The teacher | | | | | | |
| Long-Range Planning | | | | | | |
| 1 | Obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. (APS 1A; NCTE 5.2) | | | | | |
| 2 | Establishes appropriate standards-based long-range learning and developmental goals for all students (APS 1B, NCTE 5.1, 5.2, 5.3) | | | | | |
| 3 | Identifies and sequences instructional units in a manner that facilitates the | | | | | |

| | | | | | |
|-------------------------------------|---|--|--|--|--|
| | accomplishment of the long-range goals. (APS 1C, NCTE 5.2, 5.3) | | | | |
| 4 | Develops appropriate processes for evaluating and recording students' progress and achievement (APS 1D; NCTE 5.2, 5.3) | | | | |
| 5 | Plans appropriate procedures for managing the classroom (APS 1E; NCTE 5.1) | | | | |
| Short-Range Planning of Instruction | | | | | |
| 6 | Develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals (APS 2A; NCTE 5.1) | | | | |
| 7 | Develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students. (APS 2B; NCTE 5.2, 5.3) | | | | |
| 8 | Routinely uses student performance data to guide short-range planning of instruction (APS 2C; NCTE 5.2, 5.3) | | | | |
| 9 | Plans developmentally appropriate and differentiated instruction to address diverse learning needs. (APS 2A; NCTE 5.2, 5.3) | | | | |
| 10 | Plans for the learner use of technology to support 21st century learning. (APS 2B; NCTE 5.4) | | | | |

Overall rating for planning (circle one):

Exceeds Expectations
 (27-30 pts)

Meets Expectations
 (18-26 pts)

Does Not Meet Expectations
 (0-17 pts)

Describe one strength in the area of **planning**:

List at least one goal in the area of **planning** to be addressed:

| Instruction (APS Domain 2) | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|----------------------------|---|---|---|---|----|--|
| <i>CHECK ONE</i> | | | | | | |
| <i>The teacher</i> | | | | | | |
| 11 | Communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (APS 4A., APS 4B; NCTE 5.2, 5.3) | | | | | |
| 12 | Helps students assume responsibility for their own learning. (APS 4A; NCTE 5.2, 5.3) | | | | | |
| 13. | Uses appropriate instructional strategies. (APS 5A; NCTE 5.1) | | | | | |
| 14. | Uses a variety of instructional strategies to actively engage all students. (APS 5B; NCTE 5.2) | | | | | |
| 15 | Uses instructional strategies effectively. (APS 5C; NCTE 5.2, 5.3) | | | | | |
| 16 | Continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. (APS 7A; NCTE 5.3) | | | | | |
| 17 | Enhances student learning by using informal and formal assessments to guide instruction. (APS 7B; NCTE 5.3) | | | | | |
| 18 | Enhances student learning by providing appropriate instructional feedback to all students. (APS 7.C; NCTE 5.3) | | | | | |
| 19 | Uses technology to enhance student learning. (APS 9B, NCTE 5.4) | | | | | |
| 20 | Implements strategies that address the needs of diverse learners. (APS 6B; NCTE 5.2, 5.3) | | | | | |
| 21 | Uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively. (APS 9A; NCTE 5.4) | | | | | |

Overall rating for instruction (circle one):

Exceeds Expectations
 (28-33 pts)

Meets Expectations
 (19-27 pts)

Does Not Meet Expectations
 (0-18 pts)

Describe one strength in the area of instruction:

List at least one goal in the area of instruction to be addressed

| Content (APS Domain 3) | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|------------------------|---|---|---|---|----|--|
| <i>CHECK ONE</i> | | | | | | |
| <i>The teacher</i> | | | | | | |
| 22 | Demonstrates a thorough command of the content taught. (APS 6A; NCTE 3.1, 3.3, 3.5; 4.1, 4.3) | | | | | |
| 23 | Provides appropriate content. (APS 6B; ; NCTE 3.1, 3.3, 3.5, 4.1, 4.3) | | | | | |
| 24 | Structures the content to provide meaningful learning. (APS 6B; NCTE 3.1, 3.3, 3.5, 4.1, 4.3) | | | | | |
| 25 | Employs literacy strategies that assist learners in accessing content in their discipline. (APS 6B; NCTE 3.3) | | | | | |

Overall rating for content (circle one):

Exceeds Expectations
 (11-12 pts)

Meets Expectations
 (7-10 pts)

Does Not Meet Expectations
 (0-6 pts)

Describe one strength in the area of content:

List at least one goal in the area of content be addressed

| Environment (APS Domain 4) | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|-----------------------------------|--|----------|----------|----------|-----------|---|
| CHECK ONE | | | | | | |
| The teacher | | | | | | |
| 26. | Maintains a physically safe classroom environment that is conducive for learning. (APS 8A; NCTE 5.1) | | | | | |
| 27. | Maintains a positive affective climate in his or her classroom. (APS 8B; NCTE 5.1) | | | | | |
| 28. | Maintains a culture of learning in his or her classroom. (APS 8C; NCTE 5.1, 6.2) | | | | | |
| 29. | Manages student behavior appropriately. (APS 9A; NCTE 5.1) | | | | | |
| 30. | Makes maximal use of instructional time. (APS 9B; NCTE 5.1) | | | | | |
| 31. | Makes maximal use of instructional time. (APS 9B; NCTE 5.1) | | | | | |

Overall rating for environment (circle one):

Exceeds Expectations
(17-18 pts)

Meets Expectations
(11-16 pts)

Does Not Meet Expectations
(0-10 pts)

Describe one strength in the area of environment:

List at least one goal in the area of environment to be addressed

| Professionalism (APS Domain 5) | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|---------------------------------------|---|----------|----------|----------|-----------|---|
| CHECK ONE | | | | | | |
| The teacher | | | | | | |
| 32. | Effectively co-teaches with the cooperating teacher. (APS 10A; NCTE 7.1, 7.2) | | | | | |
| 33. | Collaborates with other professionals to enhance student learning. (APS 10A; NCTE 7.1, 7.2) | | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 34. | Establishes appropriate professional relationships with school personnel and students. (APS 10A; NCTE 7.1, 7.2) | | | | |
| 35. | Is an active participant in school initiatives and supports school-related organizations and activities. (APS 10B; NCTE 7.1, 7.2) | | | | |
| 36. | Demonstrates effective verbal communication that is appropriate for the intended audiences and uses Standard English. (APS 10C; NCTE 7.1) | | | | |
| 37. | Demonstrates effective external written communication that is appropriate for the intended audience and uses Standard English. (APS 10C; NCTE 7.1) | | | | |
| 38. | Adheres to the university and school/district rules, Standards of Conduct for South Carolina Educators, and FERPA requirements and acts appropriately when faced with legal issues with children.*** (APS 10D; NCTE 7.1) | | | | |
| 39. | Is receptive to constructive criticism from cooperating teacher, university supervisor, and administrators and incorporates feedback. (APS 10E; NCTE 7.1, 7.2) | | | | |
| 40. | Uses self-reflection to evaluate and improve professional practice. (APS 10E; NCTE 7.1, 7.2) | | | | |
| 41. | Is a member of a state or national professional educator organization. (APS 10E; NCTE 7.1, 7.2) | | | | |
| 42. | Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). (APS 10D; NCTE 7.1) | | | | |

*** A *Does Not Meet Expectations* rating on this item may result in **failure for the internship.**

Overall rating for professionalism (circle one):

Exceeds Expectations
(28-33 pts)

Meets Expectations
(19-27 pts)

Does Not Meet Expectations
(0-18 pts)

Describe one strength in the area of professionalism:

List at least one goal in the area of professionalism to be addressed:

| Additional Secondary ELA Standards <i>CHECK ONE</i> | | E | M | D | NO | Supporting Documentation and Evidence (required only if E, M, or D is checked) |
|---|--|----------|----------|----------|-----------|---|
| <i>The teacher</i> | | | | | | |
| 43 | Uses his or her knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts and instructional strategies that are motivating and accessible to all students. (APS 6A, 6B; NCTE 3.1) | | | | | |
| 44 | Designs 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. (APS 6A, 6B; NCTE 3.2) | | | | | |
| 45 | Plans 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. (APS 6A, 6B; NCTE 3.3) | | | | | |
| 46 | Designs or knowledgeably selects appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. (APS 6A, 6B; NCTE 3.4) | | | | | |
| 47 | Plans instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. (APS 6A, 6B; NCTE 3.5) | | | | | |
| 48 | Plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials (APS 6A, 6B; NCTE 3.6) | | | | | |
| 49 | Uses his or her knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of | | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | purposes and audiences (APS 6A, 6B; NCTE 4.1) | | | | |
| 50 | Designs a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Is able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. (APS 6A, 6B; NCTE 4.2) | | | | |
| 51 | Designs instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. (APS 6A, 6B; NCTE 4.3) | | | | |
| 52 | Designs instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes (APS 6A, 6B; NCTE 4.4) | | | | |
| 53 | Selects, creates, and uses 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. (APS 6A, 6B; NCTE 5.4) | | | | |
| 54 | Plans and implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. (APS 6A, 6B; NCTE 6.1) | | | | |
| 55 | Uses knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities, and languages/dialects as they affect students' opportunities to learn in ELA. (APS 6A, 6B; NCTE 6.2) | | | | |

Overall rating for secondary ELA standards (circle one):

Exceeds Expectations
 35-39 pts)

Meets Expectations
 (22-34)

Does Not Meet Expectations
 (0-21 pts)

Describe one strength in the area of secondary ELA standards:

List at least one goal in the area of secondary ELA standards to be addressed:

Overall comments:

Based on my work with _____, it is my assessment that he/she is performing at the following level for each performance cluster:

Please place a check (✓) in the appropriate box.

| | | | |
|--------------------------------|---|---|---|
| Planning | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| Instruction | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| Content | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| Environment | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| Professionalism | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |
| Secondary ELA Standards | <input type="checkbox"/> Exceeds Expectations | <input type="checkbox"/> Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |

A teacher candidate must score a Meets Expectations rating or above in each performance domain to be scored as Satisfactory.

The teacher candidate is: **Unsatisfactory** **Satisfactory**

I attended an introductory meeting and understand the procedures and requirements of the evaluation report.

Teacher candidate _____

Cooperating teacher _____

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University supervisor _____

I attended the midterm/final evaluation conference and agree with the data presented in the attached report.

Teacher candidate _____

Cooperating teacher _____

University supervisor _____

**“Fulfilling Professional Responsibilities” (APS 10)
 Internship Self-Evaluation
 Rubric**

Using the expectation of a second-year teacher as the definition of the performance level “*Exceeds Expectations*,” use your best judgment scoring the rubric below to rate the candidate’s performance on each ADEPT key element 10.A-E.

| Key Element | Data Source(s) | Exceeds Expectations (ADEPT expectation of 2nd year teachers) (3 points) | Meets Expectations (2 points) | Does Not Meet Expectations (1 point) |
|--|--|---|--|---|
| 10.A The candidate is an advocate for the students. | “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation Items 1 and 2 | The candidate works effectively with colleagues to help determine and meet individual student needs; and establishes appropriate professional relationships with others outside the school to support the well-being of students. | The candidate attempts to work with colleagues to determine and meet individual student needs. | The candidate does not work with colleagues to determine and meet individual student needs. |
| 10.B The candidate works to achieve organizational goals in order to make the entire school a more positive and productive learning environment for the students. | “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation Item 3 | The candidate is an active contributor to school initiatives; and supports school-related organizations and activities. | The candidate attempts to contribute to school initiatives, organizations, and/or activities as appropriate given the placement. | The candidate does not contribute to school initiatives, organizations, or activities. |
| 10.C The candidate is an effective communicator. | Formative Observations “Fulfilling Professional Responsibilities” | The candidate uses clear and correct oral and written language; and communicates | The candidate uses clear and correct oral and written language; and attempts to | The candidate does not consistently use clear and correct |

| | | | | |
|--|---|---|--|--|
| | (APS 10) Internship Self-Evaluation Item 4 | effectively and regularly with parents. | communicate with parents. | oral and written language. |
| 10.D The candidate exhibits professional demeanor and behavior. *** | Formative Observations Internship Evaluation Reports (Midterm and Final) | The candidate maintains all required professional credentials; adheres to all Standards of Conduct for South Carolina Educators and maintains ethical standards; and demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely and effective manner). *** Documented on Domain 5 of the Internship Midterm/Final Evaluation Report | The candidate adheres to all Standards of Conduct for South Carolina Educators and maintains ethical standards; and demonstrates some self-management skills and a high quality of work. | The candidate adheres to all Standards of Conduct for South Carolina Educators and maintains ethical standards, but does not demonstrate self-management skills or a high quality of work. |
| 10.E The teacher is an active learner. | Formative Observations “Fulfilling Professional Responsibilities” (APS 10) Internship Self-Evaluation Items 5, 6, and 7. | The candidate accurately identifies his or her own professional strengths and challenges; sets appropriate professional development goals; and regularly seeks out, participates in, and contributes to activities that promote professional collaboration and that support his or her continued professional growth and development. | The candidate is able to identify professional strengths and challenges; and sets some appropriate professional development goals. | The candidate: is not able to identify his or her own professional strengths and challenges; and does not attempt to set professional development goals. |

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 5: Candidate effect on student learning
 Impact on Student Learning Assignment**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

The teaching intern is required to complete a Teacher Work Sample (TWS) during the Internship which demonstrates proficiency in short and long range planning for instruction and analysis of student learning, documents the specific activities interns engage in to help students learn, and measures the candidate's effect on student learning.

The TWS requires candidates to “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...and instructional strategies that are motivating and accessible to all students...” (NCTE 3.1), **implement** these plans based on “what is currently known about student learning in English Language Arts” (5.1), and to **assess the impact** of their teaching on learners in their classrooms.

The TWS also provides evidence of candidates' mastery of USCB's Conceptual Framework Organizing Concepts: III-The Curriculum and IV-The Teacher.

The TWS is prepared under the guidance of the mentor teacher, the university supervisor, and the ENGL B482 instructor. The university supervisor and the ENGL B482 instructor are responsible for grading the work sample using the Teacher Work Sample (TWS) Rubric.

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

| Topic Addressed by Assessment 5 | NCTE Standard and Elements |
|---|---|
| Contextual Factors in Planning and Implementing Instruction | 5.1, 5.2, 5.3, 5.4 (Implementing ELA Instruction) 6.1, 6.2 (Professional Knowledge and Skills) |
| Planning Unit Goals | 3.1, 3.3, 3.5 (Content Pedagogy: Planning Literature and Reading Instruction in ELA) 4.1, 4.3, 4.4 (Content Pedagogy: Planning Composition Instruction in ELA) |
| Assessment Planning | 3.2, 3.4 (Content Pedagogy: Planning Literature and Reading Instruction in ELA) |

| | |
|--|---|
| | 4.2 (Content Pedagogy: Planning Composition Instruction in ELA) 5.3 (Implementing ELA Instruction) |
| Writing and Implementing Lesson Plans | 5.1, 5.2, 5.3, 5.4 (Implementing ELA Instruction) 6.2 (Professional Knowledge and Skills) |
| Post-Assessment Planning (Using Results) | 5.2, 5.3, 5.4 (Implementing ELA Instruction) |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

Teacher Work Sample Assignment

Introduction

The Teacher Work Sample (TWS) provides you with a structured experience to document the impact of your teaching on learners in your classroom. Knowing how to effectively document your progress with students is critical for teacher accountability. The TWS is designed to document the specific activities interns engage in to help students learn. These activities provide evidence that you can apply in the classroom what you have learned in your course of study in the university.

Analysis of the strengths and weaknesses of the TWS will be used for instructional and programmatic improvements. Annually, data will provide the Department with important information that we use to improve our program. For all instructional and programmatic improvements, your confidentiality will be maintained. Candidates' work will not be identified by name in any samples or publications.

Material for the TWS was adapted from The Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project with offices at Western Kentucky University. The Teacher Work Sample was also modified from Winthrop University's Internship Work Sample (2011), and from the TWS assignment in place in other USCB teacher preparation programs.

Assignment

You will teach a comprehensive two-week unit, and you will document the impact of your teaching on learners in your classroom in a structured way. You will describe contextual factors, identify unit goals based on South Carolina Academic and NCTE Standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), after (post-assessment) your instruction. **One lesson must also include integration of technology.** After you teach the unit, you will analyze student assessment data and reflect upon and evaluate your teaching as related to student learning.

There are five Dimensions identified by research and best practice as fundamental to improving student learning in this TWS. Each dimension contains a task, a description of requirements, and a rubric that defines various levels of performance. These rubrics will be used to evaluate your TWS.

Format

Your final TWS product should conform to the following outline:

- **Title page.**
- **Dimension 1. Contextual Factors.** Gather and discuss information about the learning-teaching context and how it will inform your instruction.
- **Dimension 2. Unit Goal(s).** Identify a goal or goals for your unit that will suit your context, align this goal or goals with SC ELA and NCTE standards, and provide a rationale for your choices, drawing upon research about teaching and research about how adolescents read and use language.
- **Dimension 3. Assessment Plan and Pre-assessment Results.** Design a pre-assessment, implement it, analyze the resulting student data, and use this information to develop an assessment plan for monitoring student progress toward the unit goal(s).
- **Dimension 4. Detailed Lesson Plans.** Create lesson plans for your unit and briefly describe them, selecting five lesson plans for inclusion in your TWS along with a rationale for why you chose these five.
- **Dimension 5. Post-Assessment Plan and Results.** Design and implement a post-assessment for your unit topic, analyze your assessment data, and then write an analysis of the post-assessment and an overall summary of the class' progress and your instructional decision making.
- **Reference Page(s).** Conclude with a list of references, conforming to APA Style.

Narratives

A suggested page length for your narrative is provided at the beginning of each dimension. You have some flexibility for length across components, but the total length of your written narrative (**excluding lesson plans and assessments**) should not exceed **20 word-processed pages in Microsoft Word**, double-spaced in **12-point font**, with 1-inch margins, and a header with name and page number. Narratives within lesson plans may be single-spaced.

Research and Citation

You will need to draw upon published (in print or on the web) research in English Language Arts to inform your narratives, and you will likely want to select and modify other resources while doing all the tasks this internship entails. You must document any information (or ideas, even if you paraphrase them) you obtain

from material in print or on the web in APA Style, which requires in-text citations (at the place in your work you draw upon the material) and full publication information on a concluding list of References. APA guidelines can found at <http://www.apastyle.org> and in the *Publication Manual of the American Psychological Association*, 6th ed. (2009).

Tables and Assessment Instruments

Tables and assessment instruments are required as part of the TWS document. Each table should be consecutively labeled with a number and a short description (e.g., Table 4: Assessment Plan Overview). Computational tables must be completed in Excel and imported into Word.

Anonymity

In order to ensure the anonymity of students in your class, do not include actual student names or identification (e.g., initials) or their work samples in any part of your TWS. Identify students by number (e.g., 1, 2, 3, etc.) only.

Mechanics

Write clearly and cleanly.

Submission.

- You will submit the final copy of your TWS to LiveText as one document. Include a title page, Table of Contents, the work for the five Dimensions (including tables and assessment instruments), and a Reference page or pages. All pages should be consecutively numbered from start to finish: Dimension 1 through References. Your LiveText submission is your final draft.
- Throughout the semester, individual dimensions of the TWS will be submitted in a variety of ways to your University Supervisor. As the dimension is assigned, you will be given submission directions.

Grading of the TWS

ENGL B483 University Supervisors and the ENGL B482 professor will provide instruction for Dimensions 1 - 5. In addition, cooperating teachers will provide guidance throughout the TWS. University Supervisors will grade the TWS with input from the ENGL B482 professor. A grading rubric for each dimension will be used to grade the TWS. There are a total of 5 dimensions and 5 rubrics. **To pass the TWS (and ENGL B483), you must score at least Acceptable on all 5 dimensions.** The final score on each dimension is the earned score based on the descriptors in the rubrics. University Supervisors will forward final TWS grades to the ENGL B482 professor.

Note: To pass ENGL B483, teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* and Acceptable on all 5 dimensions of the TWS.

Rewriting. You are permitted no more than one rewrite of each dimension. After you receive feedback on a dimension from your University Supervisor, you have the option of rewriting the dimension following the time frame established. If the first submitted product is deemed not gradable by your University Supervisor, he/she will score that dimension(s) as unacceptable. If any component is deemed unacceptable, regardless of your overall score, the unacceptable component must be rewritten. The next submitted version is considered the one rewrite. The final score on each dimension is the earned score based on the descriptors in the rubrics.

Timeline for Teacher Work Sample by Dimension

The TWS is a recurrent process that requires time before, during, and after instruction; **you cannot wait until you are finished teaching the unit to begin the TWS.** This timeline is designed to guide you through the dimensions related to planning your unit, implementing your unit, and reflecting on your unit. Your University Supervisor and cooperating teacher will give guidance as needed.

Cooperating teachers should always play a part in helping you develop appropriate lesson plans with appropriate assessments. In addition, cooperating teachers are particularly valuable in giving you information about students in the classroom for input on the contextual factors dimension and helping you make sure that your TWS goal(s) fit into the overall instructional program of the classroom.

Suggested Timeline

| | Dimension | Sequence |
|-----|--|--|
| 1 | Contextual factors | Before unit starts (your first task) |
| 2 | Unit goals | Before unit starts |
| 3.1 | Pre-assessment | Before unit starts and after unit goals developed: pre-assessment instrument designed, approved, and administered. |
| 3.2 | Assessment plan and pre-assessment results | Before unit starts, after pre-assessment administered: pre-assessment data and analysis used to inform instruction; unit assessment plan developed. During unit: adjustments made. |
| 4 | Detailed lesson plans | Before unit starts and during unit |
| 5 | Post-assessment plan and results | After unit: post-assessment data and final analysis |

Dimension 1. Contextual Factors

Suggested Page Length: 4-5 pages including Contextual Factors Table

Task

Gather and discuss information about the learning-teaching context and how it will inform your instruction.

Investigate the context for your instruction through a variety of sources, such as conversations with school personnel, surveys of students and the cooperating teacher, and publicly available statistical data (statistical profiles of the county, census data etc.). Think big picture but stay close to the ground: be careful to consider 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” (NCTE Standard 6.1), but keep the focus on this particular school, class, and group of students. After the information is gathered, complete a contextual factors table and write a narrative:

- Briefly describe relevant and most current characteristics of the **school** (e.g. AYP status and goals relating to student performance, parent involvement).

- Next, describe resources available in the schools and community relevant to your students and to your instruction (e.g. after school programs, sports programs, parks, libraries).
- Describe the physical **classroom** and the environmental demands (see glossary) that may affect student learning.
- Using a variety of documented sources, complete the Contextual Factors Table.
- Describe how specific relevant characteristics of **students** in your class and their functioning on critical assessments impact your decisions when designing your instruction and assessments.
- Use information from the Contextual Factors Table (see next page) and other sources to provide specific information on these categories. For example, if you have students who are identified as special education or gifted/talented in your class, note the number of students and type of exceptionalities and relevant Individual Education Plan (IEP) goals. If you have students who are native speakers of other languages, note the number of students and their approximate level of language proficiency [ex.: Limited English Proficiency (LEP) vs. English Language Learners (ELL), Gifted and Talented (G/T)] including all factors relevant to your classroom, and write a narrative. Keep in mind that this information is for the class for which you are teaching the unit.
- Describe general and specific implications for instruction and assessments throughout the work sample. Base these implications on information about the considerations (e.g. instructional, language, communication, social, behavior accommodations) needed for specific students. This is the bridge between the contextual factors and the work sample's content. Specify how the information you have gathered might affect your instruction and assessments.

Reference the sources you used to obtain this information. (Note that sources such as school documents may be more reliable sources than your personal observations.) Along with in text citations, you should have a Reference page at the end of this section; however, as you add Dimensions to your TWS, the Reference page should move to the last page of the TWS document.

Table #1: Contextual Factors Table

| Student Number* | Relevant Cultural Background Info ** | Special Interests or Hobbies (Student Interview, Interest Inventory) | Math Level Scores and Test Used | Differentiation Needs (IEP, ELL, G/T) | Other Relevant Student Information |
|-----------------|--------------------------------------|--|---------------------------------|---------------------------------------|------------------------------------|
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*Devise your own code not related to student SSN or official school ID.

** Include meaningful information regarding culture/ family, that might help you better meet the students' needs (e.g. travel experiences, living in other states/countries, family professions, cultural traditions, beliefs). Maintain an asset perspective (see glossary) of your students while you do this.

Dimension 2. Unit Goal(s)

Suggested Page Length: 4-5 pages including unit goals chart aligned with state and/or national standards and unit rationale

Task

Identify a goal or goals for your unit that will suit your context, align this goal or goals with SC ELA and NCTE standards, and provide a rationale for your choices, drawing upon research about teaching and research about how adolescents read and use language.

Your **unit goal(s)** guide the planning, delivery, and assessment of your unit. The unit goal(s) should be significant in that goals (see glossary) reflect all of the big ideas or concepts of the unit. The Unit goal(s) should be measurable, challenging, varied, and appropriate. From your unit goal(s), you will later formulate lesson objectives, which are more narrow and specific, but aligned with the achievement of the unit goal(s).

- Identify the South Carolina Academic Standard(s) that will direct your unit. Use the standard(s) to create your unit goal(s). Limit the number of unit goals to no more than 4. If you have more than one unit goal, number your unit goals so they may be easily referenced throughout the unit. Align these standards with NCTE standards, if possible. South Carolina,

Common Core, and NCTE all list indicators after each standard. In some cases, those indicators may be used as unit goals.

- Consult your University Supervisor and cooperating teacher to help you select appropriate standards. They will guide you in developing the unit goal(s).
- Create a table where the standard(s) is/are listed with the related unit goal(s).
- Construct a unit rationale.

Explain why students should learn about the topic of the unit. Describe real-life application (see glossary) for the learning. Explain how this information will connect to your students' lives. Merely stating that the lesson is part of the standards is not sufficient. Why should students be required to learn this material—what, beyond the standards, warrants the inclusion of the material in the unit?

Draw upon your analysis of the contextual factors and school environment; cite research of pedagogical theories and strategies as you plan instruction for

- **reading and the study of literature** to promote learning for all students (NCTE Standard 3),
- **composing** texts (i.e., oral, written, and visual) to promote learning for all students (NCTE Standard 4).
- **the use of language and rhetoric** (e.g., language structure, history, and conventions, [grammar, usage, and mechanics], and the use of students' home and community languages for different audiences, purposes, and modalities). (NCTE 3.3, 3.5, 4.3, 4.4)

Dimension 3. Assessment Plan and Pre-assessment Results

Suggested page length: 4-5 pages including table of pre-assessment results and table of assessment plan overview, plus a copy of pre-assessment.

Task

Design a pre-assessment, implement it, analyze the resulting student data, and use this information to develop an assessment plan for monitoring student progress toward the unit goal(s).

You need to design **multiple** assessments that are aligned with the unit goal(s) to assess student learning during and after instruction. These assessments should authentically (see glossary) measure student learning and may include performance-based tasks, paper-and-pencil tasks, observation checklists, and self-assessments.

STEP ONE: Designing a Pre-Assessment

Design a diagnostic pre-unit assessment that you will administer to your class **before** teaching the new unit you are planning. This brief assessment is a systematic way to gather information on what your students already know about the unit and what skills they already have related to the unit.

- Prioritize the content from your unit goal(s).

- Design a **brief measure** of the highest priority content central to mastering the unit goal(s). Your measure(s) should address both demonstration of *understanding/knowledge* **and** the performance of key *skills* addressing a range of understanding and skills from easy to difficult associated with the unit. **Label** each item or element of the pre-assessment with the unit goal(s) it measures. The assessment should contain directions for students to follow as well as point values for each question type.
- The pre-assessment should be reviewed by your cooperating teacher prior to the submission to University Supervisor. The pre-assessment should be submitted to your University Supervisor prior to the administration of the assessment and with ample time to make necessary corrections.

Design a simple, clear scoring method. For example, use 3, 4, or 5 items per task, so you can convert scores easily to percentage correct. Other hints: Be sure to include *difficult* knowledge and skills to avoid a ceiling effect (see glossary), but steer clear of time-consuming tasks such lengthy multiple choice tests on material you do not expect students to know yet. If you want to use a writing assessment, think carefully about what you want to learn from it, and scale your assignment down to a manageable level. This helps prevent wasting time and avoids pain or embarrassment for students. Clearly explain how you will evaluate or score the pre-assessment **(including mastery levels as defined on cooperating teacher’s grading scale)** to determine if the students’ performance meets the unit goal(s). **Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, and/or answer keys.**

STEP TWO: Analyzing Pre-Assessment Results

Summarize the results of the pre-assessment and analyze the data to develop an assessment plan for monitoring student progress toward the unit goal(s).

Create a table (example below) in Excel showing the pre-assessment results **for the unit goal(s) or each unit goal**. (Complete only the first two columns right now). Compute the averages and report classroom results for each unit goal. **You will need a separate table for each unit goal.**

Analyze the data and link to contextual factors to find patterns of student performance. Describe the patterns you find and how this information will guide specific instructional decisions. **If necessary, revise the unit goal(s), pre-assessment and/or instructional decisions based on pre-assessment results.** Describe the reasoning behind the revision of the goal and instructional revisions. Using your pre-assessment data and the Contextual Factors Table, list individual students and ideas for differentiation (see glossary). Make sure to include any applicable IEP, ELL, reading, communication difficulties or extensions for highly motivated and/or advanced students in your accommodations.

Table #: Results for Unit Goal # (Excel Table)

(List each student # on a separate line; list ALL students)

| Student Number | Differentiation Needs (ELL, IEP, G/T) | Pre-unit measure (% of total) | Post-unit measure (% of total) | Change in Percentage Points | Was unit goal met? (Yes or No) |
|------------------------------|--|--------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| # of 1 st student | | | | | |

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| Total number of students | | Average pre-unit score (%) | Average post-unit score (%) | Total number of students making gains | Total number of students meeting this unit goal |

STEP THREE: Making a Unit Assessment Plan

Provide an overview of your assessment plan in a table (refer to example below). List the assessments by unit goal used to judge student performance **before (pre-), during, and after (post-)** instruction. The purpose of this table is to illustrate the alignment between unit goals and assessments. Your formative (see glossary) and post-assessments (see glossary) will depend on the size and scope of your unit and the results of your pre-instruction assessment.

Keep in mind you will want to assess various ELA knowledges and abilities:

- Reading proficiency and processes of reading
- Reading for interpretative, critical, and evaluative purposes
- The strategic use of language conventions (grammar, usage, and mechanics)
- Writing in multiple modes for multiple purposes and multiple audiences
- Awareness of writing processes

Table #: Assessment Plan Overview

| Unit goal Addressed | Pre-Instruction Assessment Description(s) | During Instruction Assessment (Formative) Description(s) | Post-Instruction Assessment Description(s) |
|----------------------------|--|---|---|
| Unit goal 1 | | | |
| Unit goal 2 | | | |
| Unit goal 3 | | | |

| | | | |
|--------------------|--|--|--|
| Unit goal 4 | | | |
|--------------------|--|--|--|

Dimension 4. Detailed Lesson Plans

Suggested Page length: 3- 4 pages plus 5 representative lesson plans including lesson assessments

Task

Create lesson plans for your unit and briefly describe them, selecting five lesson plans for inclusion in your TWS along with a rationale for why you chose these five.

Designing and Implementing Lesson Plans for Your Unit

Each lesson plan must follow the format for the Lesson Plan template and include *all components*:

- **Related state and NCTE Standards and specific objectives** of the lesson with **aligned assessment(s)**.
- **Relevance to the unit goal(s)**
- **Materials/Resources/Equipment/References** needed for the lesson (for teacher and students).
- **Introductions and Procedures/ steps of instruction including content** written in detail so anyone could teach your lesson.
- **Differentiation of Instruction (accommodations/modifications/extensions)** - Information on student needs and previous assessment results from Dimension 1 (Contextual Factors) will inform your differentiation and/or interventions (accommodations / modifications / extensions). List these interventions by student number within each lesson plan. As much as possible, the interventions should be specific to each plan. Students with IEPs or who are ELL or GT should have specific accommodations/modifications/extensions. **It may be appropriate to consult with other school personnel (special education teacher, ELL teacher) in creating interventions for special populations.**
- **All assessments used during the lesson**, formative or summative, formal or informal. List these and attach the actual assessments.
- **Discussion of Responsiveness.** Each lesson plan should include a discussion of the extent the lesson is “responsive to student’s 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 language/dialects as they affect students’ opportunities to learn in ELA” (NCTE 6.2).

After you teach the lesson, you will also need to document your **Analysis of Student Learning** and your **Reflection**, based on the instructions in the Lesson Plan Template. As a part of this, you should document how you are using the data to summarize student performance, analyze whether students learned what was intended, and explain what you will do to **increase student learning in future instruction** through interventions (accommodations/modifications, extensions with accommodations/modifications, etc.)

Presenting Lesson Plans in Your Teacher Work Sample

For your TWS, you must include at least five representative lesson plans for your unit. Each unit goal should be represented in at least one lesson plan. -

In addition, at least one lesson plan will demonstrate **use of technology** by you and/or students. Examples of instructional technology might include computer hardware and software, the Internet, “smart” board, digital cameras, digital camcorders, digital audio players, heart-rate monitors, midi keyboards, digital microscopes, handheld computers/calculators, and data collection probes. Examples of technology integration might include students using multimedia software to create presentations; students using spreadsheet/graphing software analyze data; students using digital video to tell a story; students with special needs/ELL using assistive technology to meet curricular objectives. N. B.: Using a word processor to type lesson plans, showing a video or using the overhead projector, or your e-mail communications are **not** considered instructional technology for this assignment.

Make a table (example below) that lists chronologically all lessons you taught during the unit. **Put in bold the five lessons you are including in your TWS.**

Along with your table, provide a rationale for why you chose these 5 lessons as representative lessons.

Table #: Lesson Plan Overview

| Lesson # | Unit Goal Addressed | Brief Description |
|----------|---------------------|-------------------|
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Dimension 5. Post-Assessment Plan and Results

Suggested Page length: 3- 5 pages including pre- and post-table(s) plus copy of post-assessment

Task

Design and implement a post-assessment for your unit topic, analyze your assessment data, and then write an analysis of the post-assessment and an overall summary of the class’ progress and your instructional decision making.

The Post-Assessment

Design and implement a post-assessment for your unit topic.

Attach this post-assessment to your TWS. Make sure that you **align** and **label** each item of the post-assessment with the unit goal(s) and state the point value. Include prompts and/or student directions. Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, tests, and/or **answer key(s)**.

Write an analysis of this post-assessment. Describe the post-assessment and how it is aligned with your unit goal(s). If the post-assessment is different than the pre-assessment, explain the differences and the rationale for modifying. If the post-assessment is the same, justify

this decision. Explain how you evaluated or scored the post- assessment. Review the **mastery level** established in Dimension 3 to determine if the students' performance met the unit goal(s).

Complete (and attach) an analysis table for each unit goal. The completed table for each unit goal (example below) should include the following information for all students in the class: student number (Column 1), differentiation needs (Column 2), pre-unit measure (Column 3), post-unit measure (Column 4), gains (Column 5), and whether the Unit goal was met for each student (Column 6). For Columns 3 and 4, report the percentage of success (for example, if students got eight of 10 questions correct, then report 80%) The purpose of this table is to provide an overview of the impact of your instruction on students' attainment of **each** unit goal.

Table #: Results for Unit Goal # [Sample]

| Column 1 Student Number | Column 2 Differentiation Needs (IEP, ELL, G/T) | Column 3 Pre-unit measure (% of total) | Column 4 Post-unit measure (% of total) | Column 5 Change in percentage points | Column 6 Was Mastery of the Unit Goal met? |
|-----------------------------------|---|---|--|--|--|
| Student #1 | IEP | 25% | 70% | 45%pts | No |
| Student #2 | GT | 80% | 100% | 25% pts | yes |
| Student #3 | IEP | 50% | 80% | 30%pts | no |
| Student #4 | GT | 60% | 65% | 5%pts | no |
| Student #5 | NONE | 70% | 85% | 15%pts | yes |
| Student #6 | NONE | 77% | 80% | 3%pts | no |
| Student #7 | ELL | 45% | 60% | 15%pts | no |
| Student #8 | ELL | 70% | 88% | 18%pts | yes |
| Student #9 | GT | 100% | 100% | 0%pts | yes |
| Student #10 | NONE | 85% | 88% | 3%pts | yes |
| | | | | | |

| Total number of students: | | Average pre-unit score (%): | Average post-unit score (%): | Total number of students making gains: | Total number of students meeting this unit goal: |
|---------------------------|--|-----------------------------|------------------------------|--|--|
|---------------------------|--|-----------------------------|------------------------------|--|--|

Summary of Class Progress

Write a **summary** (and analysis) **of the progress** your class made. Let published research inform your analysis (of pedagogical theories and strategies concerning reading and the study of literature, composing texts, and the use of language and rhetoric) and cite this research. Answer the following prompts

1. Describe the impact on student learning of the entire unit, using the overall pre- and post-assessment data. Make sure to reference the data to support your conclusions.
2. On which unit goal or lesson objective did students do well? Why do you think so?
3. On which unit goal or lesson objective did students do poorly? Why do you think so?
4. On the unit goal or lesson objective on which students did poorly, what would you change instructionally (and why) to ensure mastery by all students?
5. Using your Excel data table, choose one learning goal and sort the data by mastery or gains. Include sorted table(s) and discuss individual students who met mastery (85%) or did not meet mastery or who made significant or minimal gains. (see example of this below).
6. Discuss interventions (accommodations/modifications/extensions) you used for students including those described in Dimension 1 and others. Explain which were most effective, which were least effective, and why you think so.
7. Looking over your entire unit, list all of the ways you and/or your students used instructional technology, including any Assistive Technology. Reflect on the benefits and drawbacks of the technology you chose to use.

Table #: Results for Unit Goal# Sorted by Mastery Sample

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---------------------------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------------------|
| Student Number | Differentiation Needs (IEP, ELL, G/T) | Pre-unit measure (% of total) | Post-unit measure (% of total) | Change in percentage points | Was Mastery of the Unit Goal met? |
| Student #6 | None | 77% | 80% | 03% | no |
| Student #4 | GT | 60% | 65% | 05% | no |
| Student #7 | ELL | 45% | 60% | 15% | no |
| Student #3 | IEP | 50% | 80% | 30% | no |

| | | | | | |
|--------------------|------|------|------|------|-----|
| Student #1 | IEP | 25% | 70% | 45% | no |
| Student #9 | GT | 100% | 90% | -10% | yes |
| Student #10 | None | 85% | 88% | 03% | yes |
| Student #5 | None | 70% | 85% | 15% | yes |
| Student #8 | ELL | 70% | 88% | 18% | yes |
| Student #2 | GT | 80% | 100% | 20% | yes |

Glossary

Accommodations – Support provided to diverse learners needed to successfully demonstrate learning. Accommodations should not change expectations or standards and/or assessment.

Align – Showing direct connection between two ideas.

Asset perspective - An asset approach does not start with what is lacking or problematic. It focuses on what capacities the individual has that are assets. It is referred to as the glass “half-full” approach.

Authentic – Activities and assessments that resemble real world tasks.

Ceiling effect - Occurs when a student attains the maximum score or attains the maximum score or “ceiling” on an assessment and thus prevents the appraisal of the full extent of the student’s knowledge.

Contextual Factors – Description of pertinent community/school/classroom characteristics that may influence teaching and learning.

Differentiate – Recognizing students varying background knowledge, readiness, language, preferences in learning, interests, and reacting responsively in designing instruction. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process (http://www.cast.org/publications/ncac/ncac_diffinstruc.html).

Environmental Demands - The environment demands that can or may interfere with learning. One such demand can be the climate of the classroom, including temperature, noise, uncomfortable seating arrangements, and/or students in groups that place their back to the teacher and/or board. In addition, students working in small groups can present an environmental demand that is difficult for some group members who may have difficulty concentrating on their group’s discussion since they are distracted by conversations of other groups.

Formative Assessment – Measurement of student learning taken during unit instruction in order to make necessary changes to teaching to ensure mastery of unit goals. Feedback from formative assessment should also be provided to students with opportunity for improvement.

Interventions – Accommodations or modifications made to instruction and assessment to meet the needs of diverse learners.

Unit goals – Big ideas or concepts of the unit; driven by state or national academic standards.

Lesson Objective – A measurable statement of student achievement that is within a specific lesson that leads to achieving unit goal. Includes a behavior, condition, and criterion for mastery.

Modifications – Changes made to standards and/or assessment in order to meet the needs of diverse learners that alter typical expectations or standards for the class. Modifications are made when expectations go beyond ability level of student.

National Standards – Often used in K-12 content areas because of the complexity in teaching multiple grade levels.

Pre-Assessment – Administered prior to teaching in order to measure students' prior knowledge of content. Data should be used to plan instruction and measure individual needs.

Post-Assessment – Often referred to as “summative assessment.” Provides information regarding students' understanding of unit goals after unit is taught.

Rationale – Reason behind decisions made; should be convincing and related to contextual factors, application to real life, and/or educational research.

Real-life Application – How content can be related to everyday life for students.

State Content Standards – Although based upon national standards, state standards are specific to each state. These are used in the core academic areas of English Language Arts, Mathematics, Science, and Social Studies in grades kindergarten through 12.

f. The scoring guide for the assessment;

NCTE Standards are indicated in the rubrics below. As ENGL B483 is further developed, we will continue to develop these rubrics in order to more directly address NCTE Standards.

Teacher Work Sample Rubric

Teacher Candidate's Name: _____

Instructor: _____

**Dimension 1: Contextual Factors
 Rubric**

Grades are calculated using the following point scale: E= 14- 16 pts; A= 8- 13 pts; U= 0- 7 pts

Aligned with APS 1.A, 2.A; NCTE 5.1, 5.2, 5.3, 5.4, 6.1, 6.2.

| Elements | Exemplary 2 points per element | Acceptable 1 point per element | Unacceptable 0 points per element |
|--|--|--|--|
| School characteristics (APS 1A, 2A; NCTE 5.1) | Comprehensive description of the relevant and current characteristics of the school | General comprehensive description of the relevant and current characteristics of the school. | Minimal description of the relevant and current characteristics of the school |
| School and community resources (APS 1A, 2A; NCTE 5.2) | Comprehensive description of resources available in the school and community relevant to students in instruction | General comprehensive description of resources available in the school and community relevant to students in instruction | Minimal or no description of resources available in the school and community relevant to students in instruction |
| Contextual Factors, including differentiated instruction (APS 1A, 2A; NCTE 5.2, 5.3) | Contextual Factors Table with all required elements. | Contextual Factors Table with most required elements. | Incomplete or no Contextual Factors Table |
| Classroom analysis (NCTE 5.1) | Comprehensive description of environmental and physical demands of the classroom that may affect learning | General description of environmental and physical demands of the classroom that may affect learning. | Minimal description of environmental and/or physical demands of the classroom that may affect learning |

| | | | |
|--|---|--|--|
| Specific student characteristics (APS 1A, 2A; NCTE 5.2, 5.3) | Comprehensive description of specific relevant student characteristics based on contextual factors' data. | General description of specific relevant student characteristics based on contextual factors' data | Minimal or no description of specific and relevant student characteristics is provided. |
| General strategies based on contextual factor analysis (APS 1A, 2A; NCTE 5.1, 5.2, 5.3, 5.4) | Comprehensive description of general strategies for unit instruction and assessment based on contextual factors. | General description of general strategies for unit instruction and assessment based on contextual factors | Minimal description of general and strategies for instruction and assessment based on contextual factors. |
| Social Justice analysis (NCTE 6.1, 6.2) | Narrative is astutely informed by 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. | Narrative is informed by 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. | Minimal or no influence 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. |
| Mechanics | Demonstrates mastery of English language. Very few mechanical errors. Sources cited in APA format with very few errors. | Demonstrates command of English language. Some mechanical errors. Some errors in APA format. | Errors in English language usage. Mechanical errors make it hard to read. Many errors in APA format. |

**Dimension 2: Unit Goals
Rubric**

Grades are calculated using the following point scale: E= 13-14 pts; A= 8-12 pts; U= 0-7 pts
Aligned with APS 2.A; NCTE 3.1, 3.3, 3.5, 4.1, 4.3, 4.4

Teacher Candidate's Name: _____

Instructor: _____

| Elements | Exemplary 2 points per element | Acceptable 1 point per element | Unacceptable 0 points per element |
|-----------------------------------|--|--|--|
| Alignment with standards (APS 2A) | Unit goal(s) is/are aligned with state and/or NCTE standards and | Unit goal(s) is/are aligned with state and/or NCTE standards and | Unit goal(s) is/are unclear and is/are not properly aligned with |

| | | | |
|--|---|--|---|
| | reflect all of the big ideas of the unit. | reflects some of the big ideas of the unit. | appropriate state and/or NCTE standards. |
| Quality of goals (APS 2A) | Unit goal(s) is/are measurable, challenging, and appropriate. | Unit goal(s) is/are measurable. Unit goal(s) is/are somewhat challenging and appropriate. | Unit goal(s) is/are not measurable, challenging and/or appropriate. |
| General Quality of Rationale (APS 2A) | Compelling rationale for unit content beyond inclusion in standards. | Adequate rationale for unit content beyond inclusion in standards. | Vague rationale for unit content. |
| Reading instruction (NCTE 3.1, 3.3) | Unit goal(s) and rationale are astutely informed by research in planning 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 for reading instruction that are motivating and accessible to all students. | Unit goal(s) and rationale informed by research in planning 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 for reading instruction that are motivating and accessible to all students. | Unit goal(s) and rationale unclearly informed by research. |
| Writing instruction (NCTE 4.1) | Unit goal(s) and rationale astutely informed by research in planning standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Unit goal(s) and rationale informed by research in planning standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. | Unit goal(s) and rationale unclearly informed by research. |
| Language usage and rhetoric instruction (NCTE 3.5, 4.3, 4.4) | Unit goal(s) and rationale astutely informed by research in language usage and rhetoric. | Unit goal(s) and rationale informed by research in language usage and rhetoric | Unit goal(s) and rationale unclearly informed by research. |

| | | | |
|-----------|---|--|--|
| Mechanics | Demonstrates mastery of English language. Very few mechanical errors. Sources cited in APA format with very few errors. | Demonstrates command of English language. Some mechanical errors. Some errors in APA format. | Errors in English language usage. Mechanical errors make it hard to read. Many errors in APA format. |
|-----------|---|--|--|

**Dimension 3: Assessment Plan and Results
Rubric**

Grades are calculated using the following point scale: E= 15-18 pts; A= 9- 14 pts; U= 0- 8 pts

Aligned with: APS 2.C, 3.A, 3.B; NCTE 3.2, 3.4, 4.2, 5.3.

Teacher Candidate's Name: _____

Instructor: _____

| Elements | Exemplary 2 points per element | Acceptable 1 point per element | Unacceptable 0 points per element |
|---|--|--|--|
| Priorities (APS 2C, 3A, 3B) | Content of pre-assessment targets highest priority elements of the unit goal(s). If appropriate, alternative pre-assessment and/or administration is addressed. Each item/element is labeled by unit goal and point value. | Minor changes to the pre-assessment needed to address high priority content. If appropriate, alternative pre-assessment and/or administration is addressed. Most items/elements are labeled by unit goal and point value | Significant changes to the pre-assessment needed to address content. If appropriate, alternative pre-assessment and/or administration is needed, but not addressed. Items/elements are not labeled by unit goal and/or point value |
| Clarity and brevity (APS 2C, 3A, 3B) | Items (or elements) for unit goal(s) in pre-assessment are brief; they address excellent range of knowledge and skills from basic to challenging | Items (or elements) for unit goal(s) in pre-assessment need minor modifications; or range of knowledge and skills needs expanding | Items (or elements) for unit goal(s) in pre-assessment need significant modifications and range of knowledge and skills need significant expansion |
| Scoring method (APS 2C, 3A, 3B) | Scoring method for pre-assessment is quick, easy, and yields organized, meaningful information. Mastery level specified. Directions included. Scoring instrument(s) is/are included | Scoring method for pre-assessment is too time-consuming or yields confusing information. Mastery level vague. Directions included. Scoring instrument(s) is/are included | Scoring method for pre-assessment is too time-consuming and yields confusing information. No mastery level included. No directions included. Scoring instrument(s) is/are not included. |
| Data table (APS 2C, 3A, 3B) | Appropriately labeled table includes all required elements for this dimension. Correct computation of averages. | Appropriately labeled table includes all required elements for this dimension. Minor problems with computation of averages. | Inappropriately labeled table with some required elements missing. Incorrect computation of averages |

| | | | |
|---|---|--|--|
| Analysis (APS 2C, 3A, 3B) | Significant patterns accurately analyzed and described based upon both pre-assessment data and contextual factors | Patterns generally analyzed and described based upon pre-assessment data or contextual factors. | Patterns vaguely described but are not based upon pre-assessment data or contextual factors. |
| Instructional decisions (APS 2C, 3A, 3B) | Specific instructional decisions linked to analysis. | Instructional decisions linked to analysis, but lack specificity. | Instructional decisions are generic. |
| Link between assessment plans and unit goals (APS 2C, 3A, 3B) | Assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction with multiple types of assessment. | Assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction. | Assessment plan does not assess unit goal(s) before, during, and after instruction. |
| Reading assessment (NCTE 3.2, 3.4; 5.3) | Assessment plan creatively and efficiently uses varied methods to assess reading processes and reading for interpretive purposes. Candidate uses the assessment to improve instruction. | Assessment plan uses varied methods to assess reading processes and reading for interpretive purposes. Candidate uses the assessment to improve instruction. | Assessment plan does not use varied methods. Candidate does not appear to use the assessment to improve instruction. |
| Writing assessment (NCTE 4.2, 5.3) | Assessment plan creatively and efficiently uses varied methods to assess writing processes and writing for different audiences, purposes, and modalities. Candidate uses the assessment to improve instruction. | Assessment plan uses varied methods to assess writing processes and writing for different audiences, purposes, and modalities. Candidate uses the assessment to improve instruction. | Assessment plan does not use varied methods. Candidate does not appear to use the assessment to improve instruction. |
| Mechanics | Demonstrates mastery of English language. Very few mechanical errors. | Demonstrates command of English language. Some mechanical errors. | Errors in English language usage. Mechanical errors make it hard to read. |

**Dimension 4: Detailed Lesson Plans and Reflections
Rubric**

Grades are calculated using the following point scale: E= 19- 22 pts; A= 13- 17 pts; U=0- 12 pts

Aligned with APS 2.B, 5.A, 5.B, 7.A, 7.B; NCTE 5.1, 5.2, 5.3, 5.4, 6.2

Teacher Candidate's Name: _____

Instructor: _____

| Elements | Exemplary 2 points per element | Acceptable 1 point per element | Unacceptable 0 points per element |
|--|--|--|---|
| Lessons and general quality of rationale (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.1) | Well-developed table of lessons, with all components, and compelling rationale for selecting the lessons (if applicable). | Table of lessons, with all components, and rationale for selecting the lessons (if applicable). | Missing components in the table of lessons and/or missing rationale for selecting the lessons (if applicable). |
| Standards, objectives, and assessments (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.1) | All state standards and/or specific learning objectives aligned with assessments. All assessments listed and attached. | State standards and/or specific learning objectives generally aligned with assessments. All assessments listed and are attached. | State standards and/or specific learning objectives are not aligned with assessments. Assessments not listed and/or not attached. |
| Relevance to unit goals (APS 2B, 5A, 5B, 7A, 7B) | Lessons show excellent rationale/relevance to the unit goal(s). | Lessons show general rationale/relevance to the unit goal(s). | Lessons show little or no rationale/relevance to the unit goal(s). |
| Clarity (APS 2B, 5A, 5B, 7A, 7B) | All needed materials listed. Procedures logical, in detail, and clearly written. | Most needed materials are listed. Most procedures logical, in some detail, and adequately written. | Few or no needed materials are listed. Procedures are illogical, lack detail, and/or vaguely written. |
| Interventions that respond to student needs (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.1, 5.2, 5.3) | Interventions related closely to individual student needs as outlined in Contextual Factors and specific to the individual lesson plans. | Most interventions related to individual student needs as outlined in Contextual Factors and most are specific to the individual lesson plans. | Little or no interventions related to individual student needs as outlined in Contextual Factors and few or none are specific to the individual lesson plans. |
| Technology (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.4) | Complete description of the use of technology in at least one lesson. | General description of the use of technology in at least one lesson. | Vague or missing description of the use of technology in at least one lesson. |
| Accuracy of reflections (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.3) | Reflections accurately use student assessment data to summarize and | Most reflections accurately use student data to summarize and | Reflections vaguely and/or inaccurately and/or do not use student data to |

| | analyze student performance. | analyze student performance. | summarize and analyze student performance. |
|--|--|--|---|
| Accommodations and modifications (APS 2B, 5A, 5B, 7A, 7B; NCTE 5.1, 5.2, 5.3) | Reflections suggest specific changes to increase student learning through accommodations / modifications / extensions. | Reflections suggest general changes to increase student learning through accommodations / modifications / extensions. | Reflections vaguely suggest or do not address changes to increase learning through accommodations / modifications / extensions |
| Learning environment (NCTE 5.2) | Lessons reflect the candidate's creative and very effective use of data about student's individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning. | Lessons reflect the candidate's effective use of data about student's individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning. | Lessons do not reflect an effective use of data; the learning environment do not help students participate actively in their own learning. |
| Strategies and resources (NCTE 5.4) | Lessons reflect the candidate's creative and very effective ability to select, creative, 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 ELA. | Lessons reflect the candidate's effective ability to select, creative, 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 ELA. | Lessons do not reflect an effective use of instructional strategies and teaching resources, and is not informed by what is known about student learning in ELA. |
| Responsiveness of instruction (NCTE 6.2) | Lessons reflect the candidate's attentive, creative, and very effective ability to plan instruction that is responsive to student's histories, individual identities, and language/dialects as they affect students' | Lessons reflect the candidate's effective ability to plan instruction that is responsive to student's histories, individual identities, and language/dialects as they affect students' opportunities to learn in ELA | Lessons do not reflect an effective ability to plan instruction that is responsive. |

| | opportunities to learn in ELA | | |
|-----------|---|---|---|
| Mechanics | Demonstrates mastery of English language. Very few mechanical errors. | Demonstrates command of English language. Some mechanical errors. | Errors in English language usage. Mechanical errors make it hard to read. |

**Dimension 5: Post-Assessment Plans and Results
Rubric**

Grades are calculated using the following point scale: E= 19-24 pts; A= 12- 18 pts; U= 0- 11 pts
Aligned with APS 3.C; NCTE 5.2, 5.3, 5.4.

Teacher Candidate's Name: _____

Instructor: _____

| Elements | Exemplary 2 points per element | Acceptable 1 point per element | Unacceptable 0 points per element |
|--|--|---|---|
| Completeness (APS 3C) | Post-assessment is attached and all items aligned with unit goal (s). | Post-assessment is attached and most items aligned with unit goal(s). | Post-assessment not attached or some post-assessment items lack alignment. |
| Scoring (APS 3C) | Scoring and criteria for mastery clearly explained. All scoring instruments included. | Scoring and criteria for mastery lack specificity. All scoring instruments included. | Scoring and explanation of criteria for mastery are not identified or are inappropriate. Some scoring instruments included. |
| Relationship to pre-assessment (APS 3C) | Logical and complete rationale for relationship to pre-assessment. | Vague but plausible rationale for relationship to pre-assessment. | Rationale for relationship to pre-assessment is missing. |
| Data analysis (APS 3C) | Appropriately labeled table includes all required elements for this dimension. Correct computation of data. | Table includes most required elements for this dimension. Computation of data with minor errors. | Inappropriately labeled tables with some required elements missing. Incorrect computation of data. |
| Overall student learning (APS 3C) | Prompt 1: Specific analysis of overall student learning of the entire unit which thoroughly references data to support conclusions. | Prompt 1: General analysis of student learning of the entire unit which references some data to support conclusions. | Prompt 1: Superficial analysis of overall student learning of the entire unit which thoroughly references data to support conclusions. |
| Analysis of what students did well (APS 3C) | Prompt 2: Detailed description of unit goal/ lesson objective on which students did well. Thoughtful analysis of | Prompt 2: General description of unit goal/lesson objective on which students did well. | Prompt 2: Superficial description of unit goal/lesson objective on which students did well. Little or no analysis of |

| | why these results occurred. | Some analysis of why these results occurred. | why these results occurred. |
|--|---|---|---|
| Analysis of what students did poorly (APS 3C) | Prompt 3: Detailed description of unit goal/lesson objective on which students did poorly. Thoughtful analysis of why these results occurred. | Prompt 3: General description of unit goal/lesson objective on which students did poorly. Some analysis of why these results occurred. | Prompt 3: Superficial description of unit goal/lesson objective on which students did poorly. Little or no analysis of why these results occurred. |
| Analysis of instructional changes (APS 3C; NCTE 5.2, 5.3) | Prompt 4: Detailed description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective. | Prompt 4: General description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective. | Prompt 4: Superficial description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective. |
| Analysis of data table (APS 3C, NCTE 5.3) | Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Detailed discussion of individual students who did not meet mastery or who made significant or minimal gains. | Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Some discussion of individual students who did not meet mastery or who made significant or minimal gains. | Prompt 5: Excel data table not sorted by either mastery and/or gains or displayed incorrectly. Little or no discussion of individual students who did not meet mastery or who made significant or minimal gains. |
| Analysis of interventions (APS 3C; NCTE 5.3) | Prompt 6: Detailed description of interventions (accommodations / modifications / extensions) including those described in D.1. Specific explanations of which were most effective and least effective on individual student learning. | Prompt 6: General description of interventions (accommodations / modifications / extensions) including those described in D.1. Some explanation of which were most effective and least effective on individual student learning. | Prompt 6: Superficial description of interventions (accommodations / modifications / extensions) including those described in D.1. Little or no explanation of which were most effective and least effective on individual student learning. |
| Analysis of use of instructional technology (APS 3C; NCTE 5.4) | Prompt 7 Complete lists of use of multiple types of instructional technology by both teacher and students. Thoughtful reflection on benefits and/or | Prompt 7: General lists of use of instructional technology by teacher and/or students. Some reflection on benefits and/or drawbacks of technology chosen. | Prompt 7: Incomplete lists or limited use of instructional technology by teacher and/or students. Little or no reflection noted on benefits and/or |

| | | | |
|-----------|---|---|---|
| | drawbacks of technology chosen. | | drawbacks of technology chosen. |
| Mechanics | Demonstrates mastery of English language. Very few mechanical errors. | Demonstrates command of English language. Some mechanical errors. | Errors in English language usage. Mechanical errors make it hard to read. |

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 6: Additional assessment that addresses NCTE standards (required)
“Writing Social Justice” Portfolio**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

In ENGL 470 Teaching of Writing (Fall Semester of Junior Year), students 1) research and gather artifacts in a portfolio that speak to the themes and/or practices of social justice, 2) write a critical introduction to the portfolio that explores how they could create “standards-based, coherent, and relevant learning experiences” in writing and reading, through the ideas about social justice represented in these artifacts, and 3) write a related writing assessment.

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.

Alignment between NCTE Standards and Assessment 6

| Topic Addressed by Assessment 6 | NCTE Standard and Elements |
|--|-----------------------------------|
| Content Knowledge (Literature and Multimedia Texts) | 1.1 |
| Content Pedagogy: Planning Literature and Reading Instruction | 3.1 |
| Content Pedagogy: Planning Composition Instruction | 4.1 |
| Professional Knowledge and Skills (Social Justice) | 6.1, 6.2 |

c. A brief analysis of the data findings

CAAL
10/26/17
Agenda Item 2e

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

“Writing Social Justice” Portfolio Assignment (ENGL B470)

As we have read and discussed in this course, issues of social justice are inextricably bound up with issues of writing, language, and reading instruction—from concerns about “correctness” to concerns about “job ready skills” to concerns about what kinds of texts students should be reading and writing. This assignment will ask you to further explore how social justice is bound up with instruction by creating and reflecting upon a “Writing Social Justice” Portfolio.

For this assignment, you will

1. Research and gather artifacts in a portfolio that speak to the themes and/or practices of social justice, appropriate for a South Carolina Secondary ELA classroom. These artifacts will include:
 - a. A key primary text.
 - b. At least five other items—films, poems, music, art, additional texts—that are associated with the primary text. Your selections should demonstrate you 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.” (NCTE 1.1)

You must include

- i. At least one informational text to contextualize and build background for the primary text through thematic or historical knowledge.
 - ii. A multimedia text to extend student understanding of primary text
 - iii. A work of fiction, poetry, or drama to make thematic cross-textual connections.
 - iv. A young adult text
2. Create a writing assessment for use in a hypothetical Secondary ELA classroom that does something with the artifacts you have collected.
3. Write a critical introduction (4–5 pages) to the portfolio that
 - a. articulates the connections among the artifacts you have selected and the writing assessment you created,
 - b. explores how you could teach writing and language in the context of ideas of social justice represented in these artifacts — explain the goal and organization of the Unit, as well as a few possible Lessons in that unit. (Remember the complexities we’ve discussed in class—your own social-situatedness, your own history and identity, your own history as a writer and reader, your students’ social-situatedness, their individual histories and identities, the material and cultural environment of the school.)
 - c. references specific South Carolina Secondary ELA standards
 - d. explicitly responds (quote, cite, respond) to the aspirational goals of the NCTE’s “Beliefs about Social Justice in English Education” (2009), available here: <http://www.ncte.org/cee/positions/socialjustice>

- e. explicitly responds (quote, cite, respond) to at least two different thinkers from the “Social Justice and Writing Instruction” readings we discussed earlier in the course

f. The scoring guide for the assessment;

To be refined during ENGL 470 course development—

| Criteria | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Does Not Meet Expectations (1 points) |
|--|---|---|---|
| Completeness Does your portfolio contain the required elements? | All required elements present. | All but one of the required elements present. | At least two elements missing. |
| Rationale for Inclusion of Items To what extent do you give compelling and full reasons for including the items you do in the portfolio? | Compelling and full rationale given, very careful thought given to curating the portfolio. | Thoughtful rationale given, and carefulness shown in selection. | The rationale doesn't provide clear or compelling reasons, and the pieces selected seem almost selected at random or only by convenience. |
| Knowledge About Texts To what extent does the portfolio demonstrate that you 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. (NCTE 1.1) | Demonstrates a deep and interesting engagement with a variety of texts that represent a range of traditions and experiences. | Demonstrates a clear and thoughtful engagement with a variety of texts that represent a range of traditions and experiences.. | Demonstrates a cursory engagement with a variety of texts that represent a range of traditions and experiences. |
| Writing Assessment To what extent does the writing assessment have the potential to promote students' development as writers, is appropriate to the writing task, and is consistent with current research and theory? (NCTE 4.2) | The assessment demonstrates the candidate's deep understanding of how to promote students' development as writers. Assessment creatively and insightfully reflects current research and theory. | The assessment demonstrates the candidate's adequate understanding of how to promote students' development as writers. Assessment is consistent with current research and theory. | The assessment demonstrates the candidate's cursory understanding. Assessment is inconsistent with current research and theory. |
| Teaching Ideas–Reading To what extent has the candidate | The plan has excellent potential as | The plan has the potential as a learning | The plan does not have potential as a |

| | | | |
|--|--|--|---|
| <p>used their knowledge of theory, research, and practice in ELA to plan a standard-based, coherent and relevant learning experience utilizing a wide range of different texts and instructional strategies that are motivating and accessible to all students? (NCTE 3.1)</p> | <p>a learning experience. Aligns with SC ELA standards.</p> | <p>experience. Aligns with SC ELA standards.</p> | <p>learning experience. May not align with SC ELA standards.</p> |
| <p>Teaching Ideas–Writing To what extent has the candidate used their knowledge of theory, research, and practice in ELA to plan a standard-based, coherent and relevant composing experience, reflecting an understanding of writing processes and strategies? (NCTE 4.1)</p> | <p>The plan has excellent potential to help develop student writers. Aligns with SC ELA standards.</p> | <p>The plan has the potential to help develop student writers. Aligns with SC ELA standards.</p> | <p>The plan does not have potential to help develop student writers. May not align with SC ELA standards.</p> |
| <p>Social Justice Theories and Practices To what extent does the introduction, portfolio, and assessment illustrate engagement with theories and practices of social justice (and refers to at least two different thinkers), as well as the NCTE “Beliefs” Statement?</p> | <p>Demonstrates a deep and interesting engagement with theories and practices of social justice.</p> | <p>Demonstrates a clear and thoughtful engagement with theories and practices of social justice.</p> | <p>Demonstrates a cursory engagement with theories and practices of social justice.</p> |
| <p>Promotion of Social Justice Based on the documents submitted, what is the potential of this proposed instruction to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society? (NCTE 6.1)</p> | <p>The instruction has excellent potential to promote social justice and critical engagement.</p> | <p>The instruction has the potential to promote social justice and critical engagement.</p> | <p>The instruction does not have the potential to promote social justice and critical engagement.</p> |
| <p>Responsiveness Based on the documents submitted, what is the potential of this proposed instruction to be responsive to student’s histories, individual identities, and languages/dialects as they affect students’ opportunities to learn in ELA. (NCTE 6.2)</p> | <p>The instruction has excellent potential to be responsive.</p> | <p>The instruction has the potential to be responsive.</p> | <p>The instruction does not have the potential to be responsive.</p> |

| | | | |
|---------------------------------------|---|---|---|
| Mechanics, Clarity, and Design | Sophisticated style with very few or no spelling, grammatical, or punctuation errors; shows definite signs of proofreading and revision; very attractively presented. | Strong writing style with a few spelling, grammatical, or punctuation errors; neatly presented. | Many spelling, grammatical, or punctuation errors that make the paper difficult to read; little to no signs of proofreading; not very neatly presented. |
|---------------------------------------|---|---|---|

28–30 pts. = exceeds expectations
18–27 pts. = meets expectations
0–17 pts. = does not meet expectations

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 7: Additional assessment that addresses NCTE standards (optional)
Remediation / Multimodal Text Assignment**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

In ENGL 460 Advanced Writing, students remediate an essay they have written into a multimodal text and provide a rationale for the remediation.

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.

Alignment between NCTE Standards and Assessment 7

| Topic Addressed by Assessment 7 | NCTE Standard and Elements |
|---|-----------------------------------|
| Content Knowledge (Language and Writing) | 2.1 |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

Remediation / Multimodal Text Assignment (ENGL B460)

Your final project of the course will be to transform your researched argument essay into a remediation and a presentation. These last two tasks challenge you to re-envision how you present the argument you crafted in your essay with special concern for the relationship between your purpose, your audience, and your media. Now that you've finished editing the argument, you'll transform it into a different media (other than a written paper). By doing this, you'll practice making your work public-facing: you'll be imagining arguments not just as words or papers we read but also as experiences we create in the "real" worlds around us. Your big-picture goal is to engage your communities—to place your work in contexts that transcend the traditional walls and digital networks of our classrooms—and, in this way, to understand writing (our texts and our authors' texts) as parts of big conversations.

Remediation is "the representation of material in one medium through another. In the context of the classroom, remediation assignments ask students to take a text in one form (either their own or by

someone else) and transform it into another medium, preserving the essential features of the original while adapting it to the affordances and audience of the new form.” (Digital Rhetoric Collaborative, <http://www.digitalrhetoriccollaborative.org/2014/04/25/digital-lessons-remediation/>)

Look at the word “remediation”: re/me/di/a/tion. The root “media” tells you that this assignment is, in fact, about your means of communication. The prefix “re,” meaning “back,” “backward,” or “again” tells you that this assignment is asking you to return to your argument in your essay and re-present it in a form of your choosing.

Now, you’ll transform your argument from your essay into something else: a collage, a game, a poster, a photo essay, a podcast, a video, a website, or some other artifact (see some more starting-point ideas below). Your primary audience for your remediation must be somebody or somebodies outside our classroom. You decide who this is, and how and why you want to reach this audience with your particular medium. Think about the take-home message you’re trying to make: who are you trying to reach? how? why? what are you trying to communicate? how? why? These are questions you should consider as you’re crafting the essay as a precursor to the remediation and the presentation, and it’s how we’ll come full-circle with the layers of this final project.

Obviously, you won’t be able to transliterate everything from the essay to the remediation, so the process will require meaningful decision and selection processes. You’re already really, really good at this kind of rhetorical work, because you do it most minutes and most hours of most days as you toggle in and out of different written worlds: phones, computers, classrooms, etc. While I expect you to take creative liberties and to be playful and skillful as you widen your technical expertise, the goal of this assignment is not to produce a glossy artifact. It is, rather, to challenge us to think about what we say and how in messy (and often recursive) processes that dramatize our identities as writers within complex contexts and conversations.

You will need to write a rationale to go with the remediation: a 3-4 page discussion that explains your reasons for selecting your medium for your project. I’ll assess your remediation and your rationale in conversation with one another, so that if the remediation isn’t as perfect as you’d like (none of us will make flawless websites or professional-quality audio or video essays), then I can still give good credit for the rhetorical work you’ve put into this assignment.

Here are some starting-point ideas to spur you into action!

- If, for instance, you write on historical and cultural dimensions of human spaceflight and you focus on the layered historical contexts linking nineteenth- and twentieth-century histories to utopian possibilities for our futures, then you might make a space-program-style poster—one arguing not for public support of the space program but for a more perfect world on earth in all the ways you’ve spelled out in your essay...
- An essay on competing dreams in the “school choice” movement might become a board game (Chance? Risk? Monopoly?)...
- An essay on representations of [fill in the blank] in the news might become a short documentary...
- An essay on the desire for human connection might become a song (folk? country? southern hip hop?) or a music video...
- An essay on Thomas More’s *Utopia* might become a campaign ad (audio? video? website? something else) imagining and updating the platforms 500 years later...now...

- An essay studying microaggressions become a photo essay or a video essay of “small” acts of kindness; or this same essay might become a Twitter essay that transforms studies of particular microaggressions into moments that highlight various speakers, audiences, and hashtags...

f. The scoring guide for the assessment;

To be refined during course development—

| Criteria | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Does Not Meet Expectations (1 point) |
|---|--|---|---|
| <p>Ideas, Claims, and Rhetorical Awareness big-picture response to purpose, audience, register, and context; ideas and claims mean your argument: your interpretation of your text and your discussion of your chosen media; these should be clear in topic/transition sentences and in the thesis statement driving the presentation and the remediation/rationale</p> | <p>Communicates a sophisticated, convincing, thoughtful argument about primary text, attending to complexities with care; close reading is supported by meaningful secondary material. Beautifully, powerfully articulates big-picture claims of the essay in the presentation and in the remediation; argues how and why group made rhetorical choices for writing, revising, and remediating in the rationale.</p> | <p>Communicates a competent argument about primary text with some difficulties; close reading is supported by secondary material. gestures toward big-picture claims of the essay in the presentation and remediation; gestures toward how and why group made rhetorical choices for writing, revising, and remediating in the rationale.</p> | <p>Argument about primary text may be present but not adequately developed; remediation and presentation summarize the text and/or the essay, but do not support thesis statement or offer accurate interpretations; rationale and/or presentation describe/s remediation but does not dilate on claims (analytical or rhetorical choices</p> |
| <p>Organization structure and coherence, including elements such as introductions, conclusions, and logical connections within and among points in presentation, remediation, and rationale; this section also encompasses coherence among the three parts of the assignment</p> | <p>Organizes project according to the writer's logic, providing a progressive, innovative, and nuanced system to guide audience from one idea to the another. Remediation and presentation contain appropriate signposting elements (introductions, conclusions, transitions); rationale beautifully, powerfully spells out what the pieces are and how and why they fit together.</p> | <p>Provides competent sense of organization to support argumentative logic. remediation and presentation are missing signposting elements (introductions, conclusions, transitions) or these are implicit (not explicit); rationale gestures toward what the pieces are and how and why they fit together with reasonable clarity.</p> | <p>Makes an attempt at organizational structure, but project is difficult to follow. Introduction, conclusion, and/or transitions are very brief or missing altogether. Unclear how remediation, presentation, and/or rationale work with essay.</p> |

| | | | |
|---|--|--|--|
| <p>Support</p> <p>evidence and analysis; evidence includes quoted, paraphrased, and/or remediated material that you analyze in the presentation, the remediation, and most explicitly in the rationale</p> | <p>Draws upon sensitive textual evidence (i.e., close reading) to analyze the relationship between texts, integrating, remediating, and/or dilating on details with an appropriate level of commentary.</p> | <p>Draws upon textual evidence, but details may not be well chosen, introduced, and/or analyzed</p> | <p>Provides few or inaccurate references to source materials (primary and/or secondary); missing integration or discussion</p> |
| <p>Conventions / Mechanics</p> <p>expectations for genre, media, citation, grammar, and style; this section encompasses conventions for the rationale and remediation/presentation as multimodal extensions; adhere to conventions of chosen genre; attribution of sources across the project as a whole</p> | <p>Project reveals sophisticated style with very few or no errors in conventions and/or mechanics (grammar, punctuation, and spelling in the written portion); shows definite signs of editing, proofreading, and substantive revision; remediation and presentation are well-crafted examples of their genres</p> | <p>Some errors in conventions and mechanics distract from the project's argument; some slang or colloquial language not appropriate for a college-level assignment; needs more work on editing, proofreading, or revision; remediation and presentation demonstrate efforts toward representing their genres</p> | <p>Many errors in conventions and mechanics make the project hard to process; needs significant work on editing, proofreading, or revision; remediation and presentation are inappropriate, incomplete, or sloppy examples of their genres</p> |
| <p>Design for Medium</p> <p>consideration of what the argument of the project but also how and why the remediation is a thoughtful multimodal transformation; the presentation and the rationale should spell out these rhetorical choices</p> | <p>Persuades with thoughtful integration of features and affordances; remediation and rationale are designed beautifully, professionally, and with precision; rationale explains analytical / rhetorical and design choices with great insights</p> | <p>Supports the argument with features and/or affordances that are generally suited to genre; rationale explains analytical / rhetorical and design choices perfunctory or predictable but competent ways</p> | <p>Omits some important features or affordances; involves distracting inconsistencies in features that don't support argument; presentation, remediation or rationale is careless design-wise; rationale explains design choices in media project inappropriately, incompletely, or sloppily</p> |

13–15 pts. = exceeds expectations
8–12 pts. = meets expectations
0–7 pts. = does not meet expectations

g. Charts that provide candidate data derived from the assessment.

N/A

**Assessment 8: Additional assessment that addresses NCTE standards (optional)
 Capstone Portfolio**

(1) Narrative

a. A brief description of the assessment and its use in the program (one sentence may be sufficient);

In ENGL 490 English Capstone, candidates create and compile a multimedia portfolio demonstrating learning across the program, with a newly drafted reflective, critical introduction. Students workshop portfolios with their peers and present their final portfolios to the class.

Students will be given the requirements of this Capstone Portfolio in ENGL 200 Introduction to English Studies (taken Fall Semester of the Sophomore year), and advisors will routinely check in with candidates about their progress on the portfolio throughout their time in the program.

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.

Alignment between NCTE Standards and Assessment 8

| Topic Addressed by Assessment 8 | NCTE Standard and Elements |
|--|-----------------------------------|
| Content Knowledge (Literature and Multimedia Texts) | 1.1, 1.2 |
| Content Knowledge (Language and Writing) | 2.1, 2.2, 2.3 |
| Professional Knowledge and Skills (Social Justice) | 6.1, 6.2 |
| Professional Knowledge and Skills (Professionalism) | 7.1, 7.2 |

c. A brief analysis of the data findings

Response not applicable for program consideration.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording

Response not applicable for program consideration.

(2) Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates)

Capstone Portfolio Assignment (ENGL B490)

You will create and compile a multimedia portfolio demonstrating learning across the program, with a newly drafted reflective, critical introduction. You will workshop portfolios with your classmates and present your final portfolios to the class.

The focus of the introduction to the portfolio (5-6 pages) and the portfolio itself will be to answer the following questions as compellingly as you can:

- Why is this portfolio a sparkling representation of you as a critic, reader, writer, and future teacher at this point in your education?
- In what ways have you changed a critic, reader, writer, and future teacher throughout the program (how do the items in the portfolio illustrate this development)?
- In what ways have theories and practices of social justice influenced your development (how do the items in the portfolio illustrate this development)?

While the introduction of the portfolio is very important, what you choose to include in your portfolio is equally as important. You may draw upon anything you have written or composed throughout your college career. There is no set in stone number of pieces you will want to include (think in the range of 8-10 pieces but you may include more or fewer). You do want to demonstrate knowledge of a range of texts— print and non-print texts, media texts, classic texts and contemporary texts, including young adult.

You are required, furthermore, to include materials you have written that demonstrate your knowledge, skills, and abilities in the following areas:

- Something that has been revised (with evidence of the drafting and revision process)
- At least two literary critical essays
 - At least one of these needs to be a researched argument
 - At least one of these needs to speak to issues of identity (race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment)
 - At least one of these needs to represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes
- At least one multimedia project that involves audiences in multiple modalities (sight, hearing, etc.)
- Something that demonstrates your knowledge of how adolescents read and write
- Something that demonstrates your knowledge of the English language (e.g. conventions, grammar, dialect, language acquisition, the history of language, the impact of language on society)
- Something that demonstrates your 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.
- Something that demonstrates your readiness 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
- Something or some things that are creative and compelling and artistic and sublime that you don't necessarily explain — you can include original artwork, photography, poems, fiction, etc. — or include this kind of creative work by others.

You will be evaluated on the following dimensions (see rubric for point values):

- **Completeness.** Does your portfolio contain the required elements?
- **Rationale for Inclusion of Items in Portfolio.** To what extent do you give compelling and full reasons for including the items you do in the portfolio? To what extent do these items give a good picture of your identities as a critic, reader, writer, and future teacher?
- **Development.** To what extent does your portfolio and the rationale illustrate your development as a critic, reader, writer, and future teacher?
- **Social Justice.** To what extent does your portfolio and rationale illustrate your engagement with theories and practices of social justice?
- **The extent you, throughout your college career, have demonstrated competence in the following areas:**
 - knowledge 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; ability to use literary theories to interpret and critique a range of texts (NCTE 1.1)
 - knowledge about how adolescents read texts and make meaning through interaction with media environments (NCTE 1.2)
 - ability to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; understanding that writing is a recursive process; and the ability to use contemporary technologies and/or digital media to compose multimodal discourse (NCTE 2.1)
 - knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understanding of the concept of dialect and familiarity with relevant grammar systems (e.g., descriptive and prescriptive); understanding of the principles of language acquisition; recognition of the influence of English language history on ELA content; and understanding of the impact of language on society (NCTE 2.2)
 - knowledge of how adolescents compose texts and make meaning through interaction with media environments (NCTE 2.3)
- **Mechanics, Clarity, and Design** (of all materials).

f. The scoring guide for the assessment;

To be refined during ENGL 490 course development—

| Criteria | Exceeds Expectations (3 points) | Meets Expectations (2 points) | Does Not Meet Expectations (1 point) |
|---|--|--|---|
| Completeness Does your portfolio contain the required elements? | All required elements present. | All but one or two of the required elements present. | At least three elements missing. |

| | | | |
|--|---|--|---|
| <p>Rationale for Inclusion of Items To what extent do you give compelling and full reasons for including the items you do in the portfolio? To what extent do these items give a good picture of your identities as a critic, reader, writer, and future teacher? (NCTE 2.1)</p> | <p>Compelling and full rationale given, very careful thought given to curating the portfolio, commenting on identifies of critic, reader, writer, and future teacher.</p> | <p>Thoughtful rationale given, and carefulness shown in selection, consideration given to identities of critic, reader, writer, and future teacher, but the connections are not articulated compellingly or fully.</p> | <p>The rationale doesn't provide clear or compelling reasons, and the pieces selected seem almost selected at random or only by convenience. The range of identities as a critic, reader, writer, and future teacher are not evident.</p> |
| <p>Development To what extent does your portfolio and the rationale illustrate your development as a critic, reader, writer, and future teacher? (NCTE 7.1, 7.2)</p> | <p>The story of development is rich, engaged, and informed by a range of evidence.</p> | <p>The story of development is thoughtful, but doesn't present a full picture and uses a smaller range of evidence.</p> | <p>The story of development seems forced or trite.</p> |
| <p>Social Justice To what extent does your portfolio and rationale illustrate your engagement with theories and practices of social justice as a critic, reader, writer, and future teacher? (NCTE 6.1, 6.2)</p> | <p>Demonstrates a deep and interesting engagement with theories and practices of social justice.</p> | <p>Demonstrates a clear and thoughtful engagement with theories and practices of social justice.</p> | <p>Demonstrates a cursory engagement with theories and practices of social justice.</p> |
| <p>Knowledge about Texts To what extent does your portfolio and rationale illustrate your knowledge of 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; ability to use literary theories to interpret and critique a range of texts? (NCTE 1.1)</p> | <p>Demonstrates deep knowledge of and interpretive insight into a wide range of texts; very skillfully and insightfully uses literary theories to critique texts</p> | <p>Demonstrates knowledge of and interpretive insight into a wide range of texts; uses literary theories to critique texts</p> | <p>Demonstrates a cursory knowledge of a not-wide range of texts. Struggles with literary theory as a method of critique.</p> |
| <p>Adolescents as Readers To what extent does your portfolio and rationale illustrate your knowledge about how adolescents read texts and make meaning through interaction with media environments? (NCTE 1.2)</p> | <p>Demonstrates deep understanding</p> | <p>Demonstrates understanding</p> | <p>Demonstrates a cursory understanding</p> |

| | | | |
|---|---|---|---|
| <p>Ability to Compose To what extent does your portfolio and rationale illustrate your ability to compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; your understanding that writing is a recursive process; and your ability to use contemporary technologies and/or digital media to compose multimodal discourse? (NCTE 2.1)</p> | <p>Demonstrates remarkable ability to compose in a wide range of genres (including multimedia), for a wide range of audiences, in different contexts, and for different purposes, with an engaging, clear style</p> | <p>Demonstrates ability to compose in a many genres (including multimedia), for a range of audiences, in different contexts, and for different purposes, with a serviceable style</p> | <p>Demonstrates a limited ability to compose in a wide range of genres for a range audiences, contexts, and purposes. Writing is unclear and difficult to understand.</p> |
| <p>Knowledge of Language To what extent does your portfolio and rationale illustrate knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); understanding of the concept of dialect and familiarity with relevant grammar systems (e.g., descriptive and prescriptive); understanding of the principles of language acquisition; recognition of the influence of English language history on ELA content; and understanding of the impact of language on society? (NCTE 2.2)</p> | <p>Demonstrates deep understanding</p> | <p>Demonstrates understanding</p> | <p>Demonstrates a cursory understanding</p> |
| <p>Knowledge of How Adolescents Compose and Use Language To what extent does your portfolio and rationale illustrate knowledge of how adolescents compose texts and make meaning through interaction with media environments? (NCTE 2.3)</p> | <p>Demonstrates deep understanding</p> | <p>Demonstrates understanding</p> | <p>Demonstrates a cursory understanding</p> |
| <p>Mechanics, Clarity, and Design (NCTE 1.1)</p> | <p>Sophisticated style with very few or no spelling, grammatical, or punctuation errors; shows definite signs of proofreading and revision; very attractively presented.</p> | <p>Strong writing style with a few spelling, grammatical, or punctuation errors; neatly presented.</p> | <p>Many spelling, grammatical, or punctuation errors that make the paper difficult to read; little to no signs of proofreading; not very neatly presented.</p> |

27–30 pts. = exceeds expectations
 17–26 pts. = meets expectations

8–12 pts. = does not meet expectations

g. Charts that provide candidate data derived from the assessment.

N/A

SECTION V

Use of Assessment Results to Improve Program

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 not applicable for program consideration.

SECTION VI

For Revised Reports or Response to Conditions Reports Only

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 NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

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 NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

Response not applicable for program consideration.