

**Department Name:** English Middle/Secondary Education BA

**Date Submitted and Academic Year:** Fall 2011 for AY 2010-2011

**Program Mission Statement:**

**Conceptual Framework for Secondary English Language Arts Program.** Our English Education program is grounded in the following belief statements, annotated to reflect connection to our Unit's Conceptual Framework:

- Literacy is the basis for all learning: in school, the workplace, and our lives. As such, literacy is dynamic, interactive, constructive, personal, meaningful, and context-driven. (Well-Educated Citizen)
- Reading, writing, speaking, and listening are interrelated skills and processes, each forming and informing the other. These are best learned and taught in integrated, authentic contexts. (Well-educated Citizen, Reflective Practitioner)
- Literacy is more than basic skills. Becoming "literate" is an on-going process/journey, which is dynamic, functional, and enriching in our professional, social and personal lives. (Reflective Practitioner)
- Literacy "texts" are multifaceted and numerous: from poems to paintings, from discourse to dance, from paper texts to electronic texts, from texts of others we read to texts of our own we generate, from stories we hear to stories we tell, from learning to tell and learning to hear, and from the social texts of work, world, and lives. (Well-educated Citizen, Reflective Practitioner)
- Adolescent literacy is linked to cognitive and affective development as well as the construction and acquisition of social and cultural knowledge. (Well-educated Citizen, Reflective Practitioner)
- Literacy is the right of each student. It is our responsibility to provide for differences in needs, interests, and abilities to ensure that each student has the opportunity to learn and grow as literacy learners. (Principled Educator)
- Literacy learning is most meaningful when students are actively involved in their learning, provided opportunities to make choices and personal connections, and extend their learning to authentic communication contexts. (Reflective Practitioner)
- Teachers need to model literacy behaviors as readers, writers, and language users. (Reflective Practitioner)

**Faculty Member Completing this Form:** Joanne Stiles, NBCT and Dr. Laura Walsh

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**Intended Student Learning Outcome #1**

Students will demonstrate acceptable levels of content knowledge in the English language arts.

**Measurable Criteria and Assessment Method(s)**

**Direct Assessment #1**

<i>Content Specialty Test-English</i>	<i>NCTE Standards</i>
Sub-area I: Listening and Speaking	2.4 3.1 3.2
Sub-area II: Writing	2.4 3.1 3.2 3.4 4.8
Sub-area III: Reading	2.4 3.3 4.8
Sub-area IV: Fundamentals of Literature	2.5 3.1 3.5
Sub-area V: Language and Literature	2.2 3.1 3.2 3.5 3.6
Sub-area VI: Fundamentals of Literature: Constructed-Response	3.3

**Direct Assessment #2: Content Knowledge Portfolios**

<i>Content Knowledge (LA1)</i>	<i>Content Knowledge (LA2)</i>	<i>Content Knowledge (LA3)</i>
Reading Territories Teacher as Senior Reader Teacher as Writer	Reading Territories Composing Processes English Language Oral, Visual, Written Literacy Print and Nonprint Media	Teacher as Reader (Reading Territories) Young Adult Literature English Language Oral, Visual, Written Literacy Print and Nonprint Media

**Data Source/Results & Analysis**

**Direct Assessment #1.**

The Content Specialty Test – English is one of three New York State Teacher Certification examinations required for initial certification to teach junior high/middle school and high school English. Teacher candidates generally take this test their last semester of their program. The CST-English is a criterion-referenced test focusing primarily on content knowledge in English and secondarily on pedagogical content knowledge in teaching English Language Arts. The current test includes six sub-areas: Listening/Speaking, Writing, Reading, Fundamentals of Literature, Language/Literature, and Fundamentals of Literature: Constructed Response.

Candidates must submit a passing overall score on this test to receive their Initial certification. The maximum score for each sub-area is 300 points, with a minimum of 100. Teacher Candidates must score an overall average of 220 for all sub-areas to pass the test. Each subtest is scored on the same scale, but candidates do not need to reach criterion on every subtest to achieve a passing score overall.

<b>NYSTCE Aggregate Report BA English CST</b>		<b>2009 Test Year</b>
Total: 4 tests, 4 students		
Number Tests Passed: 2 Percent Tests Passed: 50		
Number Tests Failed: 2 Percent Tests Failed: 50		
Overall Mean for All Tests: 221		
Subarea 1 Mean: 238	Subarea 2 Mean: 243	
Subarea 3 Mean: 205	Subarea 4 Mean: 214	
Subarea 5 Mean: 211	Subarea 6 Mean: 210	

**Direct Assessment #2:**

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The English Education undergraduate program is organized into three Learning Communities. In each of the Learning Community semesters, candidates complete a coordinated set of courses, including education classes, a practicum, and several cognates (English and other Arts and Sciences courses). In LA 1, LA 2, and LA 3, they complete a section of their Content Knowledge Portfolio, providing evidence of their command of the content for teaching in secondary English programs.

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***Intended Student Learning Outcome #2***

Students will demonstrate effective planning of classroom-based instruction.

***Measurable Criteria and Assessment Method(s)***

**Direct Assessment #1: Pedagogical Content Knowledge Portfolios**

<i>Pedagogical Content Knowledge (LA1)</i>	<i>Pedagogical Content Knowledge (LA2)</i>	<i>Pedagogical Content Knowledge (LA3)</i>
Demonstration Lessons Concept Test UDL and ELA Technology and ELA	Lesson Plans (2) Unit Plan: Writing Multigenre Paper Project Teacher/Researcher Case Study Teaching Resource Kit	Demonstration Lesson Unit Plan: Literature/ Reading Course Outline/Curriculum

**Direct Assessment #2: Practicum Portfolios**

<b>Assignment /component</b>	<b>NCTE Standards</b>
Lesson Plans	2.1 3.0, 3.2, 3.4, 3.7.1 4.0, 4.1, 4.2, 4.5, 4.8, 4.10
Practicum Journals	3.2.2, 3.4.1, 3.7.1
Practicum Evaluation by host teacher (English and special education placements)	2.1, 2.3 3.0, 3.1.4, 3.2 4.0 , 4.1,4.2, 4.4

***Data Source/Results & Analysis***

**Direct Assessment #1: Pedagogical Content Knowledge Portfolios**

The English Education undergraduate program is organized into three Learning Communities. In each of the Learning Community semesters, candidates complete a coordinated set of courses, including education classes, a practicum, and several cognates (English and other Arts and Sciences courses). In LA 1, LA 2, and LA 3, they complete a section of their Pedagogical Content Knowledge Portfolio, providing evidence of their ability to apply their content and pedagogical knowledge to the planning for instruction.

**Direct Assessment #2: Practicum Portfolios**

Lesson plans, practicum Journals and evaluation conducted throughout practicum experiences.

**Intended Student Learning Outcome #3**

Students will demonstrate pedagogical and professional knowledge, skills and dispositions.

***Measurable Criteria and Assessment Method(s)***

**Direct Assessment #1 – Form 5 evaluation**

Form 5 Rubric Criteria

<b>Rubric Criteria</b>
<b>NCTE 2.0 Overall Rating Attitudes for ELA</b>
<b>NCTE 3.0 Overall Performance Knowledge of ELA</b>
<b>NCTE 4.0 Overall Performance Pedagogy for ELA</b>
<b>Instructional Skills- Overall Rating INTASC 4, 5, 7, 8</b>
<b>Classroom management ñ Overall Rating INTASC 5</b>

**Direct Assessment #2 – Professionalism Portfolio**

Professionalism Portfolio: Required Artifacts		
LA1	LA2	LA3
	Participation Essay	Participation Essay
Dispositions	Dispositions	Dispositions
Individual Professional Development Plan (IPDP)	Individual Professional Development Plan (IPDP)	Individual Professional Development Plan (IPDP)
Recommendation to Proceed	Recommendation to Proceed	Recommendation to Proceed

**Direct Assessment #3 – ATS-W**

<i>ATSW Subtests</i>	<i>NCTE Standards</i>
ATS-W I Student Development and Learning	2.1, 2.2, 2.5
ATS-W II Instruction and Assessment	3.6; 4 (all 10 indicators)
ATS-W III Professional Environment	2.3, 2.5
ATS-W IV Constructed Response: Instruction and Assessment	3.6; 4 (all 10 indicators)

***Data Source/Results & Analysis***

**Direct Assessment #1 – Form 5 evaluation**

The student teaching evaluation form, “Form 5” is used to assess the teacher candidates’ application of the instructional concepts and skills in the student teaching placement. Form 5 is completed in its entirety 4 times during the student teaching placement, at the 4th and 8th in the first placement, and again at the 12th and 16th weeks in placement 2. The 4th and 12<sup>th</sup> weeks are used for formative assessment, and the 8th and 16th weeks are summative.

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Form 5 Data

<b>NCTE 2.0 Overall Rating Attitudes for English Language Arts</b>	
<i>Week 8</i>	<i>Week 16</i>
<b>BA Students: 6</b>	<b>BA Students: 5</b>
<b>Avg.=2.26/3 (75.33%)</b>	<b>Avg.=2.62/3 (87.33%)</b>
<b>Median=2.63</b>	<b>Median=2.60</b>
<b>Std. Dev.=0.81</b>	<b>Std. Dev.=0.41</b>

<b>NCTE 3.0 Overall Performance Authors Results for Graph (avg. for group) Distribution of scores Knowledge of English Language Arts</b>	
<i>Week 8</i>	<i>Week 16</i>
<b>BA Students: 6</b>	<b>BA Students: 5</b>
<b>Avg.=2.24/3 (74.67%)</b>	<b>Avg.=2.36/3 (78.67%)</b>
<b>Median=2.35</b>	<b>Median=2.50</b>
<b>Std. Dev.=0.65</b>	<b>Std. Dev.=0.34</b>

<b>NCTE 4.0 Overall Performance Pedagogy for English Language Arts</b>	
<i>Week 8</i>	<i>Week 16</i>
<b>BA Students: 6</b>	<b>BA Students: 5</b>
<b>Avg.=2.23/3 (74.33%)</b>	<b>Avg.=2.54/3 (84.67%)</b>
<b>Median=2.53</b>	<b>Median=2.70</b>
<b>Std. Dev.=0.80</b>	<b>Std. Dev.=0.51</b>

<b>Instructional Skills- Overall Rating INTASC 4, 5, 7, 8 CF-WEC, RP</b>	
<i>Week 8</i>	<i>Week 16</i>
<b>BA Students: 6</b>	<b>BA Students: 5</b>
<b>Avg.=2.20/3 (73.33%)</b>	<b>Avg.=2.58/3 (86.00%)</b>
<b>Median=2.35</b>	<b>Median=2.70</b>
<b>Std. Dev.=0.81</b>	<b>Std. Dev.=0.37</b>

<b>Classroom management Overall Rating INTASC 5 CF-RP</b>	
<i>Week 8</i>	<i>Week 16</i>
<b>BA Students: 6</b>	<b>BA Students: 5</b>
<b>Avg.=2.28/3 (76.00%)</b>	<b>Avg.=2.64/3 (88.00%)</b>
<b>Median=2.35</b>	<b>Median=2.50</b>
<b>Std. Dev.=0.71</b>	<b>Std. Dev.=0.22</b>

Reports Generated by Task Stream: 2009-2010 Student Teaching English: Form 5 NCTE and 2009-2010 Student Teaching English: Form 5 INTASC

**Direct Assessment #2 – Professionalism Portfolio**

This assessment focuses on three dispositional aspects of teacher preparation, with special attention to NCTE Standards 2 and 4. The evaluations in this assessment are used to monitor the candidates' professional attitudes and readiness to proceed to the next level of responsibility in their program.

**Direct Assessment #3 – ATS-W**

The Assessment of Teaching Skills-Written (Secondary) is the second of three examinations required for licensure in New York State. It assesses pedagogical and pedagogical-content knowledge of teacher candidates, and it includes three multiple-choice sections and a written assignment. Candidates must

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pass this test in order to receive their Initial certification to teach in New York, but it is not a graduation requirement, so students may have completed the program but not yet taken the test.

<b>NYSTCE Aggregate Report ATS-W BA</b>		<b>Test Year: 2009</b>
Total:5 tests, 5 students		
Number Tests Passed: 5 Percent Tests Passed: 100		
Number Tests Failed: 0 Percent Tests Failed: 0		
Overall Mean for All Tests: 249		
Subarea 1 Mean: 247	Subarea 2 Mean: 261	
Subarea 3 Mean: 230	Subarea 4 Mean: 247	

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***Intended Student Learning Outcome #4***

Teacher candidates will demonstrate effects on student learning.

***Measurable Criteria and Assessment Method(s)***

Teacher Work Sample Component	NCTE Standard/Indicator	INTASC Principle	SUNY Potsdam Conceptual Framework
1. Contextual Factors	2.1, 2.3, 2.5, 3.13, 3.1.4, 3.7.1	3	RP
2. Learning Goals/ Objectives	3.7.1, 4.2	7	RP
3. Assessment Plan	4.10	8	RP
4. Design for Instruction	2.1, 3.1.1, 3.1.3, 3.1.4, 3.3.3, 3.4.1, 3.6.3, 4.1, 3.3, 4.10	3, 4	RP
5. Instructional Decision-Making	2.3, 3.7.1, 3.7.2 4.4, 4.10,	4, 9	RP
6. Analysis of Student Learning	2.3, 3.7.1, 3.7.2 4.10,	8	RP
7. Reflection and Self-Evaluation	2.3, 3.7.1, 3.7.2	8, 9	RP

***Data Source/Results & Analysis***

The Teacher Work Sample assignment was created to provide an opportunity for teacher candidates to provide credible evidence of their ability to facilitate student learning by: using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment; setting significant, challenging, varied, and appropriate learning goals; using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction; designing instruction for specific learning goals, student characteristics and needs, and learning contexts; using regular and systematic evaluations of student learning to make instructional decisions; using assessment data to profile student learning and communicate information about student progress and achievement; and reflecting on his or her instruction and student learning in order to improve teaching practice. The TWS assignment is completed during one of the two student teaching placements, and is evaluated by the college supervisor.

**Report Name: 2009-2010 Student Teaching English TWS Comparison Group 2: BA Students**

<b>Contextual Factors (INTASC 3, RP) ACEI 3.1 and 3.2</b>
BA Students 5
<b>Avg.</b> =2.40/3 (80.00%)
<b>Median</b> =2.00
<b>Std. Dev.</b> =0.55

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<b>Learning Goals/Outcomes (INTASC 7; RP) ACEI 2 and 3.1-3.2</b>
BA Students 5
<b>Avg.</b> =2.22/3 (74.00%)
<b>Median</b> =2.10
<b>Std. Dev.</b> =0.26

<b>Assessment Plan (INTASC 8;RP) ACEI 2 and 4</b>
BA Students 5
<b>Avg.</b> =2.20/3 (73.33%)
<b>Median</b> =2.00
<b>Std. Dev.</b> =0.27

<b>Design for Instruction (INTASC 3, 4; RP) ACEI 2:1-8 and ACEI 3:1-4</b>
BA Students 5
<b>Avg.</b> =2.50/3 (83.33%)
<b>Median</b> =2.50
<b>Std. Dev.</b> =0.50

<b>Instructional Decision-Making (INTASC 4,9; RP) ACEI 5.2</b>
BA Students 5
<b>Avg.</b> =2.40/3 (80.00%)
<b>Median</b> =2.00
<b>Std. Dev.</b> =0.55

<b>Analysis of Student Learning (INTASC 8, 9; RP) ACEI 4</b>
BA Students 5
<b>Avg.</b> =2.44/3 (81.33%)
<b>Median</b> =2.50
<b>Std. Dev.</b> =0.38

<b>Reflection and Self-Evaluation (INTASC 9; PE) ACEI 5.2</b>
BA Students 5
<b>Avg.</b> =2.64/3 (88.00%)
<b>Median</b> =2.50
<b>Std. Dev.</b> =0.35

Report Generated by Task Stream

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### **Closing the Loop**

Multiple sources of data have been used for candidate and program improvement. In the Spring 2004, the Secondary English faculty began discussions with the Department of English and Communications regarding revisions to the academic major and the Secondary English certification program. We conducted a content analysis of both majors to determine if they were in alignment with NCTE standards. We examined our teacher candidate performance data on the Content Specialty Test – English and the Assessment of Teaching Skills – Written of the New York State Teacher Certification Exams. We also reviewed data and responses from alumni surveys, sponsor teachers, and seven student focus groups from the English Language Arts Learning Communities. The results of this data analysis resulted in revisions to both the English major and the certification major.

A transitional phase-in of the revisions to the Literature/Writing major and Secondary English Certification Program began Spring 2005, and full implementation began Fall 2006. Assessments 2, 3, 6, and 8 may, to some extent, positively reflect teacher candidate and program improvement as a result of these revisions, but it is too soon to determine a reliable effect. We will continue to aggregate data on each of the eight assessments to determine if these curriculum revisions improved teacher candidate performance.

We developed and piloted web-based performance assessments in Learning Community I in Spring 2004 and Learning Community II and III in Fall 2005. Full implementation of the assessments began in Spring 2006.

In fall 2010, we began our re-examination of the 2006 program revisions. In addition, we looked at the possibility of further program modifications, due largely in part to changes being implemented in the New York Public Schools system as a result of a Race to the Top monetary award. Several of these changes may greatly impact how we develop and restructure our program, and thus indicate continued revision. They include:

- new learning standards for pre-K to 12, to be fully adopted by 2012
- new student summative ELA assessments in grades 3-11
- new mandatory teacher effectiveness assessments

### **Content Knowledge**

Content analysis/alignment, survey data, and focus groups indicated the need for a core component in all areas of ELA, additional studies in English language, a re-conceptualization of the literature component, and further inclusion of studies in communication and writing.

The current Literature/Writing major ensures that all teacher candidates demonstrate knowledge, skills, and dispositions in all ELA areas: writing, literature, language, and communication. The major includes the following: a Department Core (Introduction to Literature, Intermediate Writing, and Survey of Human Communication); Literature Core (Literary Traditions, Patterns of Literature, and Literary Analysis); Literature Perspective (American Literature, British Literature, and World Literature); Linguistics Perspective (Elements of Linguistic Analysis); Composition Perspective (Creative Writing and Composition Theory); and a Communication Perspective (Visual Communication.) In 2006, the Secondary English Education major included the addition of a cognate in Language and Culture. The desired outcome for the Language and Culture course is to enhance teacher candidates' knowledge in the English language and cultural diversity. As a linked course, it is to enhance content and pedagogical study on diversity and culturally responsive teaching. In addition, the Secondary Education major added a grammar study course, based on feedback from graduates and sponsor teachers. However, through recent discussions with LA 1 and LA 2 cohorts (Fall 2009, Spring 2010, and Fall 2010), a

concern has been voiced by students in the program regarding difficulties in transferring content knowledge into practice. To address these concerns, further program changes are in process that will provide more opportunities for students to apply their content knowledge within a classroom setting.

### **Professional, Pedagogical, Dispositional Knowledge and Skills**

Content analyses, survey data, and focus groups indicated strong support for the Learning Communities structure and the pedagogical and practicum experiences. Areas indicated for further improvement included further study in content and pedagogy in English language and classroom management and discipline. The following describes the revisions to the ELA certification learning communities.

Learning Community I (LA1): Introduction to Teaching the English Language Arts continues to include the introductory ELA pedagogy course, Practicum I, and Teaching Students with Special Needs, K-12. It also includes Young Adult Literature, Classroom Management in Secondary Education, and Language and Culture course offered by the Department of Anthropology and cross-listed in the English and Communication Department.

Learning Community II (LA2): Teaching Writing, Language, and Communication continues to include the pedagogy and practicum courses in these areas as well a Introduction to Creative Writing, Elements of Linguistic Analysis, and the Grammar Study for Teachers. Teacher candidates in LA2 Practicum participate in their classrooms and provide writing conferences to high students in the writing center.

Learning Community III (LA3): Teaching Literature and Reading includes the pedagogy and practicum courses in these areas as well as Visual Communication, Composition Theory, and an upper division literature course. Linking these courses enhance teacher candidates understanding of multiple texts (print and non-print), texts both generated and read.

### **Effects on Student Learning**

Spring 2006 was the first semester teacher candidates completed a Teacher Work Sample, following the pilot in Fall 2005. All teacher candidates performed at the proficient or above level on each area of the rubric assessment. We provide instruction on the form and structure of the TWS and examine ways to make this assessment congruent with our ELA conceptual framework.

### **Areas for Future Development Informed by Assessment Data Content Knowledge**

- Conduct student surveys to determine whether or not prior changes have helped students improve their content knowledge and its transfer to instruction and uncover any new issues or concerns that may be best addressed through program/course changes.
- Continue to refine assignments and rubrics and deduce how core content courses (collaboration English and Communication Department) can most effectively fit within the Learning Communities.

### **Professional/Pedagogical/Dispositional Knowledge and Skills**

- Continue to develop diverse field placement sites.
- Explore requiring “Conversational Partners” program with Korean Initiative to provide more experience in working with English Language Learners.
- Clarify/revise Unit Plan in LA3 requiring diverse literature, interdisciplinary connections, and arts and humanities
- Continue print/non-print media assessment requirement in LA 1 and extend to LA2 and LA3.
- Develop a training session on NCTE standards for supervisors of Secondary English student teachers.

**Impact on Student Learning**

- Work with partner schools and teachers to provide increased opportunity for instructional time in LA Practicum 1, 2, 3.
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<i>Summary of Action Plans for upcoming Academic Years * 2010-2011 &amp; 2011-2012</i>
1. Re-examine and revise SECD 361 (Introduction to ELA) to better address lesson plans, state standards incorporation into lesson planning, the newly adopted Common Core Standards, testing for secondary ELA and the upcoming PARCC test.
2. Integrate SECD 358 (Grammar Study for Teachers) into one or more methods courses to better address how to incorporate grammar instruction in the classroom.
3. Continue to explore the pedagogical and methodological courses in order to meet the needs of the public schools – primarily in exploring diversity, culture, and language acquisition. It is under consideration to incorporate a “diversity and advocacy” course or “teaching English language learners in the mainstream classroom” course into the undergraduate program.
4. Restructure the learning communities to meet the needs for campus/college efficiency.
5. Restructure practicum where students complete 50 hours over 2 semesters, rather than dividing the time among 3 semesters.
6. Discuss the revision of SECD 340 with the Secondary Education Department. Student teacher sponsors as well as students in the program have expressed this 1 credit course needs to be better developed and possibly be expanded into a 3 credit course that provides more depth of classroom management strategies.