

SUNY Potsdam

***Student Learning Outcomes Assessment Plan- English Middle/Secondary Education
MST***

Department Name: English Middle/Secondary Education MST

Date Submitted and Academic Year: Fall 2011 for AY2010-2011

Department Mission Statement:

Secondary English Language Arts Program Conceptual Framework:

Our English Education programs are also 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 our work, world, and lives. (*Well-educated Citizen, Reflective Practitioner*)

Adolescent literacy is linked to cognitive and affective development as well as the construction, experience, 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: Dr. Linda Seramur

Update on prior years' "Application of Assessment Results:

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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

- 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.
- 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- 3.3 Candidates demonstrate their knowledge of reading processes.
- 3.4 Candidates demonstrate knowledge of different composing processes.
- 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts

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. Prior to October 2003, the CST – English included four sub-areas: Listening/Speaking, Writing, Reading, and Language/ Literature. The current test includes six sub-areas: Listening/Speaking, Writing, Reading, Fundamentals of Literature, Language/Literature, and Fundamentals of Literature: Constructed Response. For this reason, we have reported our scores in a format that recognizes the overlap while noting the difference.

Candidates applying for certification prior to February 1, 2004, had five years to pass this test which was required for permanent certification. Since 2004, candidates must submit a passing overall score on this test to receive their Initial certification. For this reason, scores in any given year are a combination of current completers and completers from earlier years.

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.

Direct Assessment #2:

Candidates in our MST English Education program are required to submit a Content Knowledge Portfolio, providing evidence of their command of the content for teaching in secondary English programs. The content knowledge portfolio requires submission of

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artifacts chosen to provide evidence of competencies related to all NCTE Standard 3 knowledge and skills.

Intended Student Learning Outcome #2

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

Measurable Criteria and Assessment Method(s)

Direct Assessment #1: Pedagogical Content Knowledge Portfolios

Rubric Criteria	
Instructional Resources	NCTE 4.1
Organizing Instruction	NCTE 4.2
Interdisciplinary Connections	NCTE 4.3
Classroom Diversity	NCTE 4.4
Interpreting and Evaluating Ideas	NCTE 4.5
Critical Analysis	NCTE 4.6
Varied Use and Purpose of Language	NCTE 4.7
Constructing Meaning: Personal Response to Texts	NCTE 4.8
Reading Strategies for Print/Non-print Texts	NCTE 4.9
Informal and Formal Assessment	NCTE 4.10
Assessment to Inform Teaching and Learning	NCTE 4.10
Interpreting and Reporting Assessments	NCTE 4.10

Direct Assessment #2: Form 5

Form 5 Rubric Criteria

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

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Direct Assessment #3: Practicum Portfolios

Knowledge and Skills
Voice (CF-WEC)
Language NCTE 3.1
Planning NCTE 3.0/4.0 (subset indicators field-classroom dependent)
Use of Plans NCTE 3.0/4.0 (subset indicators field-classroom dependent) (INTASC 1,7,8) (CF-WEC, RP)
Selects, Prepares and Uses Appropriate Materials NCTE 4.1,4.2 (INTASC 6) (CF-WEC, RP)
Recognition and Provision for Differences for Individual and Group NCTE 2.1, 3.1.4,4.4 (INTASC 1,2,3) (CF-WEC, RP,PE)
Knowledge of Subject Matter NCTE 3.0 (INTASC 1) (CF-WEC)
Ability to Connect, Engage, and Make Content Relevant NCTE 3.0/4.0 (subset indicators field-classroom dependent)
Ability to motivate (INTASC 5) (CF-RP)
Classroom Management (INTASC 5) (CF-WEC, RP,PE)
Student/ Teacher Rapport (CF-RP, PE)
Dispositions
Personal Appearance (CF-PE)
Initiative/Work Ethic (CF-PE)
Dependability (CF-WEC, RP,PE)
Emotional Intelligence (CF-RP, PE)

Direct Assessment #4 – ATS-W

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<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: Pedagogical Content Knowledge Portfolios Candidates in our MST English Education program are required to submit a Pedagogical Content Knowledge Portfolio, providing evidence of their command of the pedagogical skills for teaching English content for teaching in secondary English programs. This portfolio requires submission of artifacts chosen by the candidate to provide evidence of competencies related to all ten of the NCTE Standard 4 knowledge and skills.

To fully align our program to meet national standards, the Pedagogical Content Knowledge Portfolio rubrics are adapted from the *NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, 7-12*.

Direct Assessment #2: Form 5

The student teaching evaluation form, “Form 5,” is used to assess our teacher candidates’ application of the instructional concepts and skills in the student teaching placement. To fully align our program to meet national standards, “Form 5” has been revised and adapted from the NCTE/NCATE Standards

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 12th weeks are used for formative assessment, and the 8th and 16th weeks are summative.

Direct Assessment #3: Practicum Portfolios

The practicum experience is directly linked to and builds on the methods courses in the program. The Practicum Seminar allows the candidates to reflect on this integration of theory into practice. During the practicum placement, the teacher candidate’s experience is a progressive one, involving observing, participating, and teaching. Participation includes tutoring, small group instruction, reading and writing conferencing, and whole class teaching. Host/sponsor teachers are requested to have the practicum student teach at least one full lesson to a whole class. The amount of full class teaching may vary by sponsor teacher depending host teacher’s assessment of the intern’s readiness.

Direct Assessment #4 – 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 pass this test in order to become receive their Initial certification to teach in New York, but it is not a graduation requirement, so candidates may have completed the program but not yet taken the test.

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Intended Student Learning Outcome #3

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.

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<i>Summary of Action Plans for upcoming Academic Year _____</i>
1.
2.
3.
4.
5.
6.
7.
8.

Closing the Loop

General Program Overview

The MST Secondary English program was originally designed for career “changers.” While we continue to get some of these students, our applicants are increasingly coming directly from baccalaureate programs, with each group potentially bringing with them similar, and yet different, knowledge, skills, and dispositions. This requires us to continue to review our mission, curriculum, and assessments. In addition, we are adamant that this program not be seen as a “quick route” to New York State certification since it provides both initial certification and the master’s degree required for the second level of certification (i.e. Professional Certification). As we review the literature regarding fifth-year certification programs, further consideration will need to be given to the mission and curriculum of our program and our intended targeted student audience.

Content knowledge:

The MST Secondary English Program is a selective program admitting a maximum of 20 students in a cohort each year. Based on existing assessment data, we have recently made several program revisions. While the average mean on all indicators for the Content Portfolio was proficient or better, we found that on 73% of the indicators one or more teacher candidates scored at the basic or unsatisfactory level. We believe that each teacher candidate must be at the proficient level in content knowledge in order to be prepared as a secondary English language arts teacher. For this reason, we will provide more support to candidates in completing the portfolio process, including beginning the work during their first semester of study. This will allow time for corrective actions if needed.

Since the MST Secondary English program is a post-baccalaureate certification program, it requires students to have already completed an English major comparable to SUNY Potsdam’s Literature/Writing major. We examined different ways that we could better ensure that their prior preparation aligns with NCTE standards. Two program revisions have resulted from this content review. We have raised admissions standards to a 3.0 overall GPA in the baccalaureate degree and a 3.0 in the English major beginning with the 2007/2008 cohort. We have also refined our transcript review process and revised our audit sheet for comparable major evaluations to insure that their prior preparation aligns well with the content of the NCTE standards (see Section I for copy of Audit Sheet).

We have also instituted a requirement that all standards and indicators on all portfolio assessments must be passed at the proficient level to receive a passing grade for the required master’s degree culminating experience portfolio. This will increase the seriousness of this assessment and provide

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faculty with confidence that candidates are leaving us with the knowledge, skills, and dispositions required in today's English classrooms.

Professional and pedagogical knowledge, skill, and dispositions:

In examining the student teaching data, we found that while our MST teacher candidates were performing adequately, our undergraduate ELA teacher candidates were performing better than our MST students in their first student teaching placement. The undergraduate program is a fully integrated program that includes three learning communities, with courses in the academic major linked with pedagogical coursework and a field-based practicum. It appears in comparing assessment data that the structure of the undergraduate program better prepares our candidates for integrating content and theory into practice.

Given the intended audience and the historical purpose for the MST program, we cannot replicate this model, but rather, we needed to examine how we might provide greater integration within the MST constraints. At the same time, we need to consider that many of our MST students are nontraditional – they have families and often commute long distances to campus. Currently, our MST students begin their program in the fall semester. This change was made in an effort to divide pedagogy courses and practicum courses into separate semesters. However, that change is not proving conducive for our students, especially considering they must return the following fall to complete their student teaching, which prohibits them from attempting to seek employment until the middle of the year. We believe that returning to a summer start for the program may solve this issue without negatively impacting the program's overall quality.

Impact on student learning:

All teacher candidates are required to complete a Teacher Work Sample to demonstrate their awareness of the impact of their instruction on their students' learning. Our MST/ELA teacher candidates completed this assessment requirement for the first time in Spring 2006. While students in our program generally performed at the proficient level, additional work can be done with our teacher candidates both conceptually and performance-wise in this area. This is also congruent

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with the data that suggests we need to further develop knowledge, skills, and attitudes regarding assessment. The profile of strengths and weaknesses that emerged from the Spring 2006 data indicates that we need to address our candidates' competencies in developing effective assessments and analyzing the results of those results. We have decided to infuse work in these areas into the pedagogical and pre-student teaching practicum work in the future.

Areas for Future Development Informed by Assessment

Content knowledge

Conduct on-going comparative analysis of data from transcript review audits/process and data from Content Knowledge Portfolio.

Continue to strengthen and put into practice our conceptual framework philosophy of content-based pedagogy.

Professional and pedagogical knowledge, skill, and dispositions

Continue to develop our Professional Development School Partnership in Massena NY and develop additional sites/partnerships.

Develop a revised clinical evaluation form (aligned with NCTE Standards) for pre-student-teaching Practicum Evaluations to determine development and growth and any necessary remediation with respect to meeting NCTE standards and to provide formative feedback to the candidates prior to student teaching.

Operationalize the requirement of participating in on-going professional development opportunities outside of courses and build this into portfolio requirements each semester.

Impact on Student Learning

Require teacher candidates to complete a Modified Teacher Work Sample during the second practicum placement, with a focus on assessment of student learning.

General areas:

Conduct a workshop for college supervisors on the Revised Form 5 Student Teaching Evaluation and our program conceptual framework to increase consistency in performance evaluations between observers.

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Initiate the portfolio process in first semester to provide more guidance in selecting and preparing artifacts for their portfolios. This will also provide greater opportunity for faculty to monitor teacher candidates' progress and to mentor their work in progress. This will allow for the prescription of additional content preparation in areas of less strength.