

NATIONAL RECOGNITION REPORT

Initial Preparation of English Language Arts Teachers (2003 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

COVER PAGE

Name of Institution

Southern Wesleyan University, SC

Date of Review

MM DD YYYY

02 / 01 / 2013

This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions Report

Program Covered by this Review

English Education

Grade Level⁽¹⁾

9-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Initial Teaching License

Award or Degree Level(s)

- ☐ Baccalaureate
- ☐ Post Baccalaureate
- ☐ Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- ☐ Nationally recognized

- ☐ Nationally recognized with conditions
- ☐ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ☐ Yes
- ☐ No
- ☐ Not applicable
- ☐ Not able to determine

Comments, if necessary, concerning Test Results:

Six completers in three years.

Summary of Strengths:

The program has used its small sets of data conscientiously to improve candidate performance. The modifications made to the assignment directions and rubrics provide a clearer explanation of the program's expectations.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

Program gates are in place to ensure candidates meet specific requirements before moving forward. Theoretical component of ELA could be stronger. Expansion of the English curriculum to include coursework reflective of print/non-print media and its importance would provide candidates with the background needed for today's ELA classrooms.

Standard Category 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1. Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met	Met with Conditions	Not Met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others'

cultures.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Minimally met in Assessment 8.

Standard 2.3. Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 2.4. Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 2.6. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Minimally measured in Assessment 8. This standard can only be measured in a classroom teaching situation.

Standard Category 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Minimally measured in Assessment 8. See comment for Standard 1.0. Little evidence found that candidates have sufficient opportunity to acquire the knowledge base required of this standard. Other assessments cited provide only a vague connection to the range and depth of knowledge measured by this standard and its elements.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

Little evidence found that candidates have sufficient opportunity to acquire the knowledge base required of Standard Element 3.5.2. Standard minimally met.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comment:

See comment for Standard 3.2 concerning the knowledge base.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

Met	Met with Conditions	Not Met
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jn	jn	jn
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Comment:

Standard Category 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Met	Met with Conditions	Not Met
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jn	jn	jn
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Comment:

Standardized testing does not measure this standard adequately. Other assessments cited provide minimally sufficient evidence although the alignments are often tangential in scope.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Met	Met with Conditions	Not Met
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jn	jn	jn
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Comment:

See comment for Standard 4.1

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met	Met with Conditions	Not Met
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jn	jn	jn
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Comment:

See comment for Standard 4.1

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Met	Met with Conditions	Not Met
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jn

jn

jn

Comment:

See comment for Standard 4.1

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

Minimally met. This standard cannot be met through testing; it requires measurement in a classroom teaching situation.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

See comment for Standard 4.5.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

See comment for Standard 4.5.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

See comment for Standard 4.5.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met

Met with Conditions

Not Met

jn

jn

jn

Comment:

See comment for Standard 4.5.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comment:

See comment for Standard 4.1

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessments 1 and 2 provide evidence of candidate knowledge (Category 3.0 Standards).

Assessment 8 provides evidence that candidates can implement their knowledge base in classroom teaching situations.

Assessment 1, PRAXIS II (0044) is not an appropriate measure of Category 4.0 Standards, many of which require measurement in a classroom teaching situations, while others are focused on candidate choice for classroom implementation and instructional design.

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

Assessment 3 - Lesson Planning, does not seem to contain a teaching component and therefore is not an appropriate measure for Standard 2.6. Also, data, even the small amount that the program can collect, should be disaggregated by standard cited, not by program category.

Assessment 4 - ADEPT, see the prior recognition report. No changes.

Assessment 6 - Instructional Unit, the Alignment of Standard 2.6 incorrect in the rubric--not reflective of the focus of the standard. Other parts of the assessment well designed and implemented.

Assessment 7 - NCTE Lesson Plan, is well aligned with standards cited.

Assessment 8 - NCTE Clinical Assessment, changes in rubric clarify the assessment and provide evidence across all NCTE Program Standards. Although the directions are clear, the assessment is so broad in its scope, with all standards and elements to be assessed, that it may not be as competent in measuring candidate abilities as assessments that do not purport to measure the full range of NCTE Program Standards..

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

Assessment 5 - Assessment of Students, this redesigned assessment provides adequate evidence of candidate ability in this area.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has used its small sets of data in a competent and complete manner, making changes as necessary to revise assessments.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The program should consider whether Assessment 8 as presently designed measures the cited standards and their elements adequately. If some standards are adequately measured in other assessments, the program may wish to decrease the citations in this assessment to those that are not. It would benefit the program to develop other or revise current assessments to strengthen their alignment to the NCTE Standards. Doing so would provide candidates with more opportunities throughout their program experience to demonstrate ELA knowledge and pedagogy at a more specific level.

Expansion of the English curriculum to include coursework reflective of print/non-print media and its importance would provide candidates with the background needed for today's ELA classrooms. Also, the program would benefit from a stronger emphasis on cultural awareness.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G - DECISIONS

Please select final decision:

- ☒ **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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