

NATIONAL RECOGNITION REPORT

Initial Preparation of English Language Arts Teachers (2012 Standards)

National 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

Clarion University, PA

Date of Review

MM DD YYYY

08 / 01 / 2017

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⁾

7-12

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

Program Type

First Teaching License

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA decision on national 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 SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Pennsylvania teacher certification candidates must pass Praxis II.

Summary of Strengths:

The program provides multiple, varied opportunities for field experiences.

PART B - STATUS OF MEETING SPA STANDARDS

STANDARD 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.

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

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

Met



Met with Conditions



Not Met



Comment:

NCTE does not recognize Praxis II as being aligned with the organization's standards, therefore, Assessment 1 (Praxis II State Licensure exam) as the only evidence submitted for content textual knowledge does not meet the intent of the standard.

STANDARD 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.

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

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

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

Met



Met with Conditions



Not Met



Comment:

NCTE does not recognize Praxis II as being aligned with its standards. Additional evidence submitted includes Assessment 2 (Grades) Assessment 4 (Student Teaching Performance Profile), Assessment 6 (Writing Unit Plan), and Assessment 7 (ELA Specific Student Teaching Performance) which do not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

STANDARD 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.

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

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

NCTE does not recognize Praxis II as being aligned with its standards. Additional evidence submitted includes Standard 3 (Thematic Unit Plan), which does not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

STANDARD 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.

Element 1: 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.

Element 2: 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.

Element 3: 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.

Element 4: 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.

Met



Met with Conditions



Not Met



Comment:

NCTE does not recognize Praxis II as being aligned with its standards. Additional evidence submitted includes Assessment 6 (Writing Unit Plan), which does not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

STANDARD 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.

Element 1: 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.

Element 2: 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.

Element 3: Candidates differentiate instruction based on students' self-assessments and formal and informal

assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

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

Met

Met with Conditions

Not Met



Comment:

NCTE does not recognize Praxis II as being aligned with its standards. Additional evidence submitted includes Assessment 4 (Student Teaching Performance Profile) and Assessment 7 (ELA Specific Student Teaching Performance), which do not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

STANDARD 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.

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

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

Met

Met with Conditions

Not Met



Comment:

Evidence submitted includes Assessment 2 (Grades), Assessment 4 (Student Teaching Performance Profile), Assessment 5 (Action Research Report), and Assessment 8 (Service And Location Report Performance), which do not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

STANDARD 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.

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

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

Met

Met with Conditions

Not Met



Comment:

Evidence submitted includes Assessment 4 (Student Teaching Performance Profile) and Assessment 5 (Action Research Report), which do not appear to utilize NCTE Standards as the basis for the design of the assessment description, task, and rubric.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment 1 (Praxis II) has not been recognized by NCTE as providing alignment with its standards. Assessments 2, 4, 6, and 7 are provided as evidence of content knowledge. However, these assessments (except for Grades in Required Core Courses) do not appear to be designed using the NCTE Standards as a basis for the task design, rubric, and discussion.

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

Candidate content pedagogy data is provided in Assessments 1, 3, 4, 6, and 7. Praxis II does not generally measure candidate ability to apply pedagogical and professional content knowledge, skills, and dispositions. The additional instruments and data provided do not appear to have been constructed based on NCTE Standards as the organizing structure.

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

Assessment 1, 4, 6, and 7 are used as evidence of candidate effect on student learning. Isolating this data is difficult given the context of the assessment system. Attention to this section is essential so that the program can accumulate workable data to analyze the impact candidates have on students in classrooms.

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)

After analyzing the writing unit, the program embedded writing pedagogy in the composition course and moved the reading component to the methods class. The program has expanded its service learning option to give opportunities for candidates to apply multi-literacy theory with diverse learners. The English core program of study was revised, and a portfolio requirement is being implemented.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None.

PART F - ADDITIONAL COMMENTS

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

None.

F.2. Concerns for possible follow-up by the CAEP site visitors:

The faculty does not appear to include an English educator.

PART G - DECISIONS

Please select final decision:

- National Recognition with Conditions. The program has received a decision of conditional national recognition. See below for details.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY
08 / 01 / 2019

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program's recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

If the program is currently Recognized with Conditions and is submitting a second Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY
03 / 15 / 2019

The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

Provide evidence that NCTE Standards form the basis for each assignment, rubric, and analysis for Assessments 3-8. This can come in the form of revising the rubrics to include more specific language from the standards and elements so that it is clear those expectations are being addressed within the assessment system, or, include a more detailed narrative explanation as to how the program is sure that all the specific expectations within the elements are being measured within the assessment system.

Please click "Next"

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