

Program Report for the Preparation of English Language Arts Teachers National Council of Teachers of English (NCTE) 2012 Standards - Option A

NCATE approved the 2012 NCTE Standards in 2012. Beginning in Spring 2015, all programs submitting SPA reports must use the 2012 standards.

COVER SHEET

1. Institution Name

Clarion University

2. State

Pennsylvania

3. Date submitted

MM DD YYYY

03 / 15 / 2017

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

B.S.Ed. in Secondary English Education

7. CAEP Category

English Language Arts Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

7-12

(1) e.g. 7-12, 9-12, K-12

9. Program Type

First teaching license

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

11. Is this program offered at more than one site?

Yes

No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Instructional Certificate, Secondary English

14. Program report status:

Initial Review

Response to One of the Following Decisions: Further Development Required or Recognition with Probation

Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

CAEP accreditation for the first time (initial accreditation)

Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:

CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCTE standards. (Response limited to 4,000 characters)

Clarion University is one of 14 state universities in the Pennsylvania State System of Higher Education (PASSHE). Members of the PASSHE system are governed by the Chancellor and Board of Governors of the PASSHE and must align with their policies. The PASSHE policy placing a 120- 123 credit limit on bachelor's degree programs therefore influences how Clarion's teacher education programs integrate NCTE program standards in our program design.

The Pennsylvania Department of Education (PDE) is the governing body in Pennsylvania for all teacher certification programs. Clarion must also align with Pennsylvania law and PDE regulations. There are five major PDE regulations that influence the teacher certification programs at Clarion University: PAPA/PRAXIS Core, exit GPA, PRAXIS II, SPED and ELL requirements, Early Field Experience hours, PDE form #430, and alignment with INTASC principles.

Teacher certification candidates must pass PAPA/PRAXIS Core exams (Reading, Writing and Mathematics) to remain in the certification program. Candidates must also pass their appropriate PRAXIS II content exam before certification.

The PDE requires that all teacher certification programs in PA include at least 9 credits of Special Education coursework, and 3 credits of English Language Learner coursework (or hourly equivalent of integrated coursework).

The PDE requires that all teacher certification programs include early field experience hours in four stages: 40 hours of Observation and Exploration (Stages 1 & 2), 150 hours of Pre-student teaching (Stage 3) and a minimum of 12 weeks of full time student teaching (Stage 4).

The PDE requires that candidates earn at least a 3.0 overall GPA at the time of application for certification, and earn a passing score on the PDE form #430 Student Teaching Evaluation in each of the four categories: Planning, Classroom Environment, Instructional Delivery and Professionalism. Finally, the PDE uses the 10 INTASC principles as the Standards for professional competency. These INTASC Standards serve as benchmarks for teacher preparation programs in Pennsylvania, and align with Clarion University's Conceptual Framework.

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. (Response limited to 8,000 characters)

The Pennsylvania Department of Education (PDE) requires a minimum of 190 field experience hours prior to student teaching. PDE divides these hours into four stages:

Stages 1 and 2 include observation and exploration and require a total of 40 hours.

Stage 3, the pre-student teaching stage, requires 150 hours.
Stage 4, student teaching, requires 12-15 weeks to complete.

Stage 1: Observation (first and second years), 20 hours minimum observation. Candidates observe classroom teachers and students in action. Specifically, candidates observe subject areas they are considering as potential major(s). These observations may take place outside the structured classroom, but must be educationally related, i.e. camp or workshop activities, weekend programs.

Stage 2: Exploration (first and second years), 20 hours minimum. Candidates participate in activities with classroom teachers and their students. These activities can range from one activity within a specific lesson to many activities. Activities may be inside or outside regular classroom environments.

Stage 3: Pre-Student Teaching (third and fourth years), 150 hours minimum. Candidates work with a teacher and classroom students to further develop knowledge of content areas and standards related to them; knowledge of integrated curriculum; ability to plan, implement, assess and reflect on lessons and educational activities; ability to communicate effectively with students, peers, parents, and supervisors. Stage 3 takes place in these classes: ED 328: Methods of Teaching and Evaluating Secondary Language Arts (candidates are observed) and ED 329: Educational Assessment.

Stage 4: Student Teaching (fourth year), 12-15 weeks. Candidates successfully demonstrate the ability to use knowledge, skills, and dispositions gained in states one through three of candidacy. Stage 4 takes place in ED 424-425: Secondary Student Teaching.

Please see the attachment called "field experience" for further information.

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. (Response limited to 4,000 characters)

Students may declare themselves as Secondary Education English majors when they arrive on campus.

To be admitted to the certification program, however, students must meet these requirements:

complete 68 semester hours;

hold a cumulative grade point average of at least 3.0;

pass ED 110: Introduction to Education and ED 122: Educational Psychology with at least a C;

complete a speech and hearing screening;

obtain ACT 33/151, ACT 34 and FBI (Act 114) clearances;

a current physical (within one year) with immunizations;

a current negative Mantoux test (within two years);

pass Praxis CORE or Pearson PAPA;
complete two college-level English (Composition and Literature) courses with at least a C;
complete a minimum of 40 hours of observation and exploration activities;
complete two college-level mathematics courses (MATH 112: Excursions in Math and one upper division MATH course or MATH 113:) with at least a C;
remove any academic, physical or mental deficiencies noted at any point in the major's program that would prevent him or her from fulfilling the responsibilities of the professional area.

To be retained in the certification program, candidates must:
maintain an appropriate cumulative GPA (3.0 or above);
sit for PRAXIS 2 (English Language, Literature, and Composition: Content Knowledge);
attain a grade of C or higher in all required professional courses and all required major courses in an area;
remove any academic, physical, or mental deficiencies identified after admission to a program before being permitted to continue in the program;
complete all program requirements.

To qualify for student teaching, teacher candidates must:
complete all required course work and field experiences;
achieve grades of C or higher in all required professional courses, all required major courses, required content competency courses, and proficiencies;
achieve and maintain an overall cumulative QPA of 3.0;
sit for required tests (PRAXIS 2);
review of criminal record (ACT 34), child abuse clearances (ACT 33/151), and FBI clearance (Act 114) are necessary for field placement, including verification of a valid health examination, negative tuberculin skin test and proof of \$1,000,000 in liability insurance.

To graduate, candidates must:
fulfill all university standards for graduation;
have a QPA of 3.0;
sit for the PRAXIS 2 exam.

The Certification Officer will recommend candidates for certification if they have earned a 3.0 overall QPA;
completed all the required course work/competencies in the teacher certification areas.

Candidates must complete an application for certification, demonstrate sound physical health, and certify that they do not habitually use narcotic drugs in any form, drink excessive amounts of intoxicating beverages, and are not under indictment for nor convicted of a criminal offense.

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.

Field Experience

See Attachment panel below.

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.)

BSED SENG Checklist

See Attachment panel below.

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) 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.

Program: BSED SENG		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2013-2014	64	15
2014-2015	42	8
2015-2016	47	5

⁽²⁾ CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

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. (Please refer to the footnotes for clarification)

Faculty Member Name	Christopher McCarrick
Highest Degree, Field, & University ⁽³⁾	Doctor of Arts, Writing, Teaching, and Criticism, SUNY at Albany
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Writing Center Director
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Institutional and Student Learning Assessment Committee, NCTE, CCCC, ALAN, Writing Center Director, English Program Assessment Committee Chair
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Richard D Lane
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Highest Degree, Field, & University ⁽³⁾	PhD, English: Composition, Miami University of Ohio
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Co-Director First Year Experience Program
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Co-Director, First Year Experience Program, Co-Founder, Clarion Community Learning Workshop, Director of Writing, NCTE, CCCC
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Sidwell-Friends, 1983-84; Archbishop Carroll HS, 1984-1990.

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification (s) held, if any.

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.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS 2	State licensure exam	Take before student teaching, pass for certification.
Assessment #2: Content knowledge in English(required)	Grades in required core courses	Grades	Throughout undergraduate career
Assessment #3: Candidate ability to plan instruction (required)	Thematic Unit Plan	Comprehensive, three week unit plan	During ED 328, Methods of Teaching ELA
Assessment #4: Student teaching or internship (required)	Student Teaching Performance Profile (STPP)	Summative, performance-based observation report	During student teaching
Assessment #5: Candidate effect on student learning (required)	Action Research Report	Essay	During block and student teaching
Assessment #6: Additional assessment that addresses NCTE standards (required)	Writing Unit Plan	Comprehensive unit plan	Assignment in block class ENG 482, Composition: Theory and Practice
Assessment #7: Additional assessment that addresses NCTE standards (optional)	ELA-specific student teaching Performance Profile	Summative,, performance-based observation report	During student teaching
Assessment #8: Additional assessment that addresses NCTE standards (optional)	Service ad Location Report	Essay	Assignment in block class ENG 482, Composition: Theory and Practice

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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

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.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

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

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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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.

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>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.</p>								
<p>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.</p>								
<p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.</p>								
<p>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.</p>								
<p>Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and</p>								

materials.

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

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.

#1	#2	#3	#4	#5	#6	#7	#8
✓					✓		

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

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

#1	#2	#3	#4	#5	#6	#7	#8

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.



SECTION IV - EVIDENCE FOR 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 and data reported should be required of all candidates. Assessments, scoring guides/rubrics 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 CAEP's 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;
- and

(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/rubrics 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/rubrics 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://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

1. Data licensure tests for content knowledge in English language arts. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1.doc

See Attachment panel below.

2. Assessment of content knowledge in English language arts.⁽¹³⁾ (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2.docx

See Attachment panel below.

⁽¹³⁾ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 3.docx

See Attachment panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4.docx

See Attachment panel below.

5. Assessment that demonstrates candidate effects on student learning. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5.docx

See Attachment panel below.

6. Additional assessment that addresses NCTE Standards (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Writing Unit Plan

See Attachment panel below.

7. Additional assessment that addresses NCTE standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

ELA STPP

See Attachment panel below.

8. Additional assessment that addresses NCTE standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Service/Location Report

See Attachment panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. 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 limited to 12,000 characters)

BSEd in Secondary English Education Part V: Program Changes

Between AYs 2013 and 2015--the years considered here--Clarion University's secondary English education teacher candidates meet or exceeded performance targets. Our assessment results indicate Clarion program completers' competence in terms of content knowledge; professional, pedagogical, and dispositional knowledge and skills; and effect on student learning. In general terms, we are pleased with the findings.

At this point, we want to resist the summative connotations associated with the assessment commonplace of "closing the loop." Instead, we want to emphasize that closing the loop entails opening a new loop along the way toward continuous improvement of the program. In that spirit, then, we will discuss some of the changes we've made as a result of the accreditation process.

First, however, some bad news. This assessment cycle coincided with key retirements, followed almost immediately by layoffs in the English program. The program has lost five faculty members since 2013, impinging our course offerings in world literature and non-print media in particular. To be sure, we continue to offer pertinent courses, but candidates' choices are limited. Remaining faculty have worked diligently to fill the gaps, but labor issues continue to rankle and are beyond our control.

Reading and Writing

During this assessment cycle, we realized that candidates needed practice with creating writing-specific units. We also recognized they needed further study about teaching adolescent literacy and reading. As a result, we refocused two block classes, ENG 482, Composition: Theory and Practice and ED 328, Methods of Teaching and Assessing Secondary ELA. (Block occurs during the semester prior to student teaching and includes a three-week field experience at the student teaching site.) Candidates now receive the bulk of writing pedagogy instruction in ENG 482. Moreover, they prepare the unit plan we now use to demonstrate Standard IV in this class. This move frees instructional time in Methods for more intensive work on reading. Reading instruction and

assessment have always been significant aspects of Methods, ED 328; shifting the bulk of composition to ENG 482 has further linked the courses and made them more of a team effort than ever before.

English 482 includes a service learning component, as noted in Assessment 8. Candidates serve in the Clarion Community Learning Workshop (CLW), where they encounter a significant range of cultural and intellectual diversity among learners and parents/guardians, conditions that, we believe, develop candidates' sense of social justice and provide richer evidence to support Standard VI. The Workshop also provides candidates the chance to interact with learners' families before they student teach. So important is this experience, that we seek to expand it and recommend requiring a service learning course, ENGL 477: Advanced Literacy Studies. Service learning is a high-impact practice (per AAC&U). In this case, candidates will work intensively with learners, forming relationships with them and with their families. Further, they will encounter language practices and literacies not necessarily privileged by schools. Candidates learn the course content, which includes histories of literacy practices, the various pedagogical practices that have helped reinforce and develop literacies, and the move to multi-literacies as a mode most active in the 21st century. Candidates will apply these theories to actual learners and families, experiencing the diverse and culturally diverse literacies of the community and individual learners.

The Methods instructor is trained in literacy and literacy instruction but not specifically in adolescent reading. He's a quick study, though, and so has infused the course with more direct instruction in adolescent reading theory and practice. He has revised the thematic unit plan assessment used to assess Standard III to focus on reading. Further, he will devote his upcoming sabbatical to his own continuing education in reading theory and practice.

Curriculum

During the last assessment cycle, and based in part on its findings, the English program has written an entirely new curriculum. The organizing principle, based on Bloom's Taxonomy, is "knowledge-driven"; that is, 100-level courses consist of introductory knowledge, 200-level courses of breadth knowledge, 300-level courses of depth knowledge, and 400-level courses of "transitional knowledge," how to connect classroom-based experience with post-collegiate life. (Teacher-candidates will connect their knowledge and skills directly to their emerging teaching practices.) The BA and BSEd programs now have a conceptual framework and curricular coherence heretofore lacking.

This chart shows the new required core, which went into effect with students entering the program in fall 2016.

Course Comments

ENGL 199: Introduction to English Studies

ENGL 200: Writing in the Major New course; does not replace composition
ENGL 202: Topics in Reading and Writing Incorporates writing to learn
ENGL 220: Early World Literature
ENGL 221: British Literature to 1800
ENGL 222: British Literature since 1800
ENGL 223: American Literature
ENGL 282: Introduction to English Linguistics
ENGL 283: English Grammars and Usage
ENGL 303: Focus Studies Topic-driven, reading intensive
ENGL 441: Young Adult Literature
ENGL 473: Composition: Theory and Practice Service learning included

Portfolio Assessment

In connection with the new curriculum, we will no longer use grades to demonstrate candidate knowledge. Going forward, will partner with the School of Education to use the Chalk and Wire data management system to collect representative student work samples electronically. This system allows for easy storage and manipulation of the data. It makes the data readily available for sharing at department and curricular meetings. As we phase in the new curriculum, professors with responsibilities at each level of the required core meet with the program assessment committee to create "signature assignments" and rubrics (per AACU), as exemplars of candidate knowledge. The first cohort to use Chalk and Wire will student teach in 2020; the program assessment committee will assess their portfolios and update CAEP/NCTE Assessment 2 accordingly. In the meantime, we will continue to track candidate grades as backup.

In the interim, we will use Chalk and Wire as we engage with a significant change at the university level. In 2014 Clarion University created the Institutional and Student Learning Assessment Committee (ISLAC) to create a culture of assessment on campus. Every program must write a report that is aligned to the University-Wide Learning Outcomes. These reports focus on one outcome and allows the programs to interpret and use the data to spur growth in programs. The annual reports are submitted and reviewed across the entire University and show the way for greater ease in using assessment to generate meaningful program growth.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. 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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

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 CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

Please click "Next"

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