

Program Report for the Preparation of English Language Arts Teachers National Council of Teachers of English(NCTE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Prairie View A & M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 30 / 2008

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6. Name of institution's program

English Language Arts Education

7. NCATE Category

Foreign Language Education (multiple)

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

8-12

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

9. Program Type

First teaching license

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

Post Master's

Specialist or C.A.S.

Doctorate

Endorsement only

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

TEExES English Language Arts 8-12

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. 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)

In Texas, candidates for secondary English language arts and reading certification first obtain a Bachelor's degree in English; they receive English Language Arts and Reading 8-12 certification after completing additional professional education course requirements before graduating or afterwards as part of a deficiency plan. The course requirements for Bachelor of Arts degree in English and the professional education requirements in the COE at PVAMU are described in Attachment #1.

Because Texas requires that candidates will possess "the essential knowledge and skills to teach the TEKS [Texas Essential Knowledge and Skills] to the state's public school students" (State Board for Educator Certification, & National Evaluation Systems, Inc., 2003, Preface), candidates must also pass the Texas Examination of Educator Standards (TEExES) Pedagogy and Professional Responsibilities (PPR) 8-12 and the TEXES English Language Arts and Reading 8-12 subject matter examinations before obtaining a teaching certificate. Since reading is considered a vital part of the state's language arts education curriculum, the language arts education program has a title that reflects this duality: English language arts and reading.

The DLC in the College of Arts and Sciences at PVAMU offers the Bachelor of Arts degree with a major in English, including programs in languages, literature, and communications designed to develop language competence appropriate for a college graduate; to prepare candidates for careers in language and literary specialties, including teaching; and to equip them with skills and knowledge required for graduate and professional schools. The English program's objectives are based on the organizing areas and underlying principles of various professional organizations. To ensure that our Conceptual Framework and objectives were grounded in current research and literature, the DLC conducted a literature review examining statements and publications ranging from such organizations as the Association for Departments of English (ADE), the Modern Language Association (MLA), and The Conference on College Composition and Communication (CCCC), to work by noted scholars such as Peter Elbow and Martha Naussbaum. The department also examined standards for English teacher education by the National Council of Teachers of English (NCTE); the Texas Education Agency (TEA); and Texas Examinations of Educator Standards (TEExES) for English Language Arts. A compilation of

the aforementioned has resulted in the Conceptual Framework: critical analysis and improved writing skills; linguistic and rhetorical contexts of visual and written texts; and exposure to theory and culturally diverse literatures and texts. Furthermore, the DLC used NCATE standards to guide the assessment process and inform the decisions about the collaborative data collection by the DLC and the Department of Curriculum and Instruction (DCI).

The goal of the ELA program is to insure that candidates become skillful in using their knowledge and understanding of language advancement and development and to have theoretical knowledge and practical experiences in pedagogy within effective learning environments that support students' academic progress and provide opportunities for their academic growth and success. While the DLC houses subject matter courses in language and literature, the DCI in the College of Education supports the pedagogy courses, field experiences, and practice teaching. The Director of Student Teaching and Field experiences is a Department of Curriculum and Instruction faculty member in the College of Education, and faculty members from the Department of Languages and Communications in the College of Arts and Sciences serve as the supervisors for candidates in their secondary language arts and reading practice teaching experiences. Both departments work cooperatively t

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)

Candidates in the Teacher Education program (TEP) in the COE at PVAMU are required to document 15 hours of field experiences for each of four CUIIN professional education courses, totaling 60 clock hours (Attachment #14). Students record their field experiences in a journal—experiences that help prepare candidates by allowing them to gradually experience the teaching, learning, reflecting and collaborating required of the professional practitioner. As part of their field experience portfolio, candidates are videotaped teaching a sample lesson, which will be critiqued by candidates themselves and their instructor using the Field Experience Portfolio Assessment (Attachment #2).

Candidates are also required to have practicum experiences in a secondary classroom instruction field setting, encompassing the regular school day for 10 weeks. Supervision will be provided by the regular classroom teacher and the university supervisor who visits the class four or more times during the assignment. During their student teaching experience, candidates develop a professional portfolio (Attachment #3) containing samples of lesson plans, a unit plan, classroom management plans, samples of communications with parents and other evidence of candidates' professional attitudes and dispositions, command of subject matter, and pedagogical knowledge and skills. The Professional Development and Appraisal System (PDAS) is the state-approved instrument for appraising its teachers and identifying areas that would benefit from staff development (Attachment #4), and the candidates are formally assessed at the midpoint and the end of their experience. The process includes a minimum of one 45-minute observation by a trained supervisor or evaluator. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC).

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

For admission to the TEP in the COE at PVAMU, candidates must complete the 42-hour University core with a minimum 2.5 GPA; submit 3 letters of recommendation from University faculty by whom they were taught; pass the Texas Higher Education Assessment (THEA) with minimum scores of 220 in

writing, 230 in math, and 260 in reading; and earn grades of “C” or better in ENGL 1123 Composition I, ENGL 1133 Composition II, ENGL 2143 Advanced Composition, ENGL 2153 Introduction to Literature, MATH 1113 Algebra I, MATH 2163 Structure of Numbers. These requirements must be documented and (Attachment #5) submitted to the Admission to Teacher Education Committee before the candidate is accepted into the TEP.

For retention in the program, candidates must remain in good academic standing at the University by maintaining a minimum 2.5 cumulative GPA and obtaining grades of C or better in major and professional development courses. Students complete their field experiences and the Professional Field Experiences Portfolio. When candidates have completed all their coursework, they apply for admission to student teaching (Attachment #6). They complete their student teaching at assigned schools and submit their Student Teaching Portfolios. Candidates exit the program when they graduate from the University having completed all required coursework, including practice teaching.

**4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)**

The College of Education’s conceptual framework, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), focuses on the integrative theme of teacher education for a global population. All courses in the English language arts and reading secondary program reflect the E-FOLD-P framework (Attachment #7) and play their part in the process of enabling candidates’ development of the skills they will need to create learning environments that supports a variety of student needs and abilities; integrate technology into the learning environment; become reflective and lifelong learners; and most importantly, to facilitate student growth and development for students in Texas schools.

The candidates’ experiences in the program are carefully crafted to help ELA candidates develop into educators who will be problem-solvers, think critically and reflectively themselves, and understand how to create learning environments that empower students who can develop into active participants in their own educational process. From their collaboration with peers, university faculty, field-based educators, and community members, candidates develop expertise in language and literature as well as the attitudes toward professional development and commitment needed to become E-FOLD-P practitioners. As practitioners, candidates are expected to understand and use the principles associated with their ELA and reading content area. They not only understand this content area from a content knowledge perspective but can demonstrate—through their parallel understanding of classroom management, organization, and technology—the ability to translate this knowledge into effective practice as classroom teachers. In doing this, the instructional plans and materials they create reflect an awareness of and respect for the whole student, his or her culture, and individual needs and goals. Courses in the content area support the E-FOLD-P framework. In its fundamental role of helping students improve their writing, the English Program draws on classic research in the field of composition.

Working from Frank D’Angelo’s rhetorical theories on the composing process, particularly the importance of writers’ underlying, natural thought processes and both systematic and pragmatic relations in discourse, the English Program supports students in constructing clear, logical prose that appropriately credits outside sources. The approach to writing instruction emphasizes the importance of true revision, where, as Nancy Sommers articulates, students engage in an ongoing process of revisiting ideas in addition to correcting sentence-level problems. The DLC provide discourse models through various sources, gives students extensive feedback on their writing, offers individualized help through instructors’ office hours, trains tutors in the departmental Writing Center who serve all of PVAMU.

Students majoring in English focus much of their attention on British, American, and World literatures. As Aristotle noted centuries ago, literature is unique because it encourages thinking and feeling about

subjects that are far removed, which novelist Iris Murdoch notes is the same today (33). As contemporary philosopher Martha Nussbaum observes in *Love's Knowledge*, without literature we "have never lived enough. Our experience is...too confined and too parochial. Literature extends it, makes us reflect and feel about what might otherwise be too distant for feeling" (47). Indeed, teachers of English are encouraged to remain faithful not only to students but to the works they teach so that the field of English will be alive for everyone.

Through language development; the history of the English language; various approaches to grammar, dialects, and levels of usage; and the purposes of language, the English program achieves a comprehensive and systematic study of the English la

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

At PVAMU all candidates for undergraduate degrees must complete the same 42 SCH described in the PVAMU catalog as the University Core Curriculum (Attachment #8). Candidates for the Bachelor's degree in English who are interested in completing their professional education course requirements in the PVAMU College of Education are assessed at significant points throughout their academic careers. Chronologically, the first of these points occurs when candidates complete the University Core Curriculum and apply for acceptance in the Teacher Education Program.

TrueOutcomes:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. Beginning in the Fall of 2007, this system will be implemented and units will continue in 2008 to add materials as faculty, students, administrators and others become more experienced in its use. Data collected using the current system will be discussed in this report.

State Licensure Assessments

Two vital assessments for the secondary language arts and reading program are data from state certification examinations, the TExES Pedagogy and Professional Responsibilities (PPR) 8-12 examination and the TExES ELA and Reading 8-12 subject matter examination. In consultation with the DCI faculty, the DLC faculty selected these high standards and have constructed course syllabi to reflect the TExES competencies upon which these examinations are based. Since candidates deserve programs that help them develop the knowledge and skills necessary to meet state standards for teacher certification, the College of Education constantly strives to improve its programs to that end.

Senior ENGL 4433 Capstone Portfolio

As part of the ENGL 4433 senior capstone course, students compile a senior portfolio. The evaluation sheet given to majors when they enter the program in their sophomore year assists them in preparing for the portfolio and capstone experience. With the help of their faculty advisor, students prepare and select materials for the portfolio, which contains a résumé, a critical introduction, and selected papers and projects from their current and former coursework. The portfolio is assessed using the rubric and data provided (Attachment #12). In Spring 2008, most of the work will be collected as an e-portfolio using

True Outcomes.
Stakeholder Surveys

One way to measure success of a teacher education program is to ask the candidates themselves questions that will reveal their attitudes and dispositions about issues the unit feels are important in an educator's professional practice (Attachment #11). Aligned with NCTE and TExES standards, the DLC conducts exit surveys for alumni of the program, and the data is collected and compared with data collected from the Senior Capstone English course portfolio (Attachment #12). Another way is to ask those who hire the graduates about the preparedness and attitudes of graduates; thus, the unit has recently begun to surveys principals of schools where candidates have field experiences or do practice teaching (Attachment #2).

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.

Transition Points	Alignment Document.doc
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See **Attachments** panel below.

7. 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.)

Degree Plan.doc	Conceptual Framework
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See **Attachments** panel below.

8. 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, doctorate) 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: English - Language Arts		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2004-2005	4	0
2005-2006	1	0
2006-2007	8	5

(4) NCATE 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.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Chatha, Diljit Department of Languages & Communication
Highest Degree, Field, & University ⁽⁵⁾	PhD, British Lit & Rhetoric., Texas Woman's U, 1984
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Attended or presented at regional and international conferences (Hawaii), especially on using technology in the classroom at the South Central Modern Language Association. Appointed Texas A&M University System's Regent's Professor in 2005. 2. Revised graduate English curriculum in 2003 and now directs the English Graduate program. 3. Committee member and presenter for PVAMU Title III TEXES Educator Preparation Committee.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Jayasundera-Mathison, Ymitri
Highest Degree, Field, & University ⁽⁵⁾	PhD, 20th Century British and American. Lit., U of Massachussets, 2001
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Published poetry in academic journals; a book chapter in an edited collection; and several encyclopedic entries on African American and ethnic American authors. 2. Presented at regional and national conferences; editor of ENGL 2153 (Introduction to Literature) reader. 3. Chaired Composition Committee, Chaired Hiring Committee, member Curriculum Committee.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Jocson, Antonio
Highest Degree, Field, & University ⁽⁵⁾	PhD, Creative Writing and American. Lit., U of Houston, 2002
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Published numerous poems in anthologies and academic journals; conducted and published interviews with literary and poetic authors; chaired and presented at numerous regional and national conferences. 2. Co-chair English Curriculum Committee; Committee member of PVAMU Title III TEXES Educator Preparation Committee; completely revised English major through University Academic Council in 2004. 3. Book of poetry to be published in May of 2008.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Kirschten, Robert
Highest Degree, Field, & University ⁽⁵⁾	PhD, Post-modern Amer. Poetry, U of Chicago, 1977
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Published four books of poetry; presented at national conferences. 2. Implemented in 2003 and now chairs new Creative Writing minor program. 3. Established annual poetry reading exchange for students and faculty at PVAMU and Texas A&M University.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Marzette, Delinda
Highest Degree, Field, & University ⁽⁵⁾	PhD, American and African American Literature, U of Houston, 2004
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1 CLA panel 2007: The Complexities of Race, Se, Class, and Spirituality in Classic Black Novels and Their Film Adaptations. Coordinated and raised funds for selected students to participate in the CLA conference, 2007, in Florida. 2. Presented papers at MLA and CLA for last 4 years, and published chapter in Middle Passages and the Healing Place of History: Migration and Identity in Black Women's Literature. Ohio State UP, 2006. 3. Served on 3 University panels: The Women's Council for Leader
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Palmer, James
Highest Degree, Field, & University ⁽⁵⁾	PhD, Medieval and Renaissance Lit., Purdue U, 2002
Assignment: Indicate the role	Faculty

of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Published three articles on Medieval and Renaissance Literature and Composition Studies; presented at numerous national conferences. 2. Directs university Writing Center; trains tutors in writing pedagogy; took three tutors to present at South Central Writing Center Association Conference. 3. PI for National Endowment for the Humanities Grant for \$75,000 to enhance teaching with film in all areas of the humanities. PI for Title III grant for \$130,000 for FY08 to enhance the Writing Center.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Scott, Tonya
Highest Degree, Field, & University ⁽⁵⁾	PhD, Rhetoric and Composition, Texas A&M U, Commerce, 2005
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Served as Chair of the committee to revise the Department's Faculty Evaluation Instrument 2. Published one peer reviewed article on Composition Studies 3. Delivered the keynote address for the Induction Ceremony of the National Society of Collegiate Scholars
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	
Highest Degree, Field, & University ⁽⁵⁾	
Assignment: Indicate the role of the faculty member ⁽⁶⁾	
Faculty Rank ⁽⁷⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Wakefield, Sarah
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Highest Degree, Field, & University ⁽⁵⁾	PhD, British Lit, UT-Austin, 2002
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Book: Folklore in British Literature: Naming and Narrating in Women's Fiction, 1750-1880. 2. Co-chair Composition Committee; Editor of customized ENGL 1123 and 1133 textbooks. 3. Faculty Advisement Coordinator for all Department of Languages and Communications students (+/- 450 students).
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching

Faculty Member Name	Varner, Bettie
Highest Degree, Field, & University ⁽⁵⁾	Department of Languages and Communications MA, English M.Ed., Education
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Instructor of record for CUIIN 4426 beginning Fall 2007. 2. Coordinator of student recruitment activities in Houston-area high schools for ENGL faculty. 3. Member Composition Committee
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching, Texas Certification in Mid-Management; ELA 8-12

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as 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.

(9) 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.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Texas Examinations of Educator Standards (TExES) Pedagogy & Professional Responsibilities 8-12 and TExES English Language Arts & Reading 8-12	Texas State Licensure Exam	Before application for teacher certification
Assessment #2: Content knowledge in English (required)	ENGL 4433 Senior Capstone Portfolio	Portfolio	Senior year in ENGL
Assessment #3: Candidate ability to plan instruction (required)	Student Teaching Portfolio	Portfolio	During CUIIN courses
Assessment #4: Student teaching or internship (required)	Professional Development and Appraisal System (PDAS)	Teaching Competence Assessment	Mid and end points of student teaching
Assessment #5: Candidate effect on student learning (required)	Field Experiences Portfolio	Portfolio	During 3000 and 4000 level professional education (CUIIN) courses
Assessment #6: Additional assessment that addresses NCTE standards (required)	English Portfolio	Portfolio	During ENGL 4433
Assessment #7: Additional assessment that addresses NCTE standards (optional)	Alumni Survey and	Survey	After receiving the Degree
Assessment #8: Additional assessment that addresses NCTE standards (optional)	Disposition Assessment	Candidate and Advisor Survey	Beginning each semester

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

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

(14) 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

1. 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	#2	#3	#4	#5	#6	#7	#8
1.0 Structure of the Basic Program. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.	b	b	b	b	b	e	e	e

2. **2.0 Attitudes for English Language Arts.** 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.

3. 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	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	b	e	e	b	b	e	e	e
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	b	e	b	b	b	e	e	e
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	b	e	b	b	b	e	e	e
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	b	e	b	b	b	e	e	e
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	b	e	e	b	e	b	e	e
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	b	e	e	b	e	e	e	e

4. **3.0 Knowledge of English Language Arts.** Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

5. 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	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	b	b	e	b	e	b	e	e
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	b	e	b	b	e	e	e	e
3.3 Candidates demonstrate their knowledge of reading processes.	b	e	b	b	e	e	e	e
3.4 Candidates demonstrate knowledge of different composing processes.	b	e	b	b	e	e	e	e
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	b	e	b	b	e	e	e	e
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	b	e	b	b	e	b	e	e

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	€	ℬ	€	ℬ	€	ℬ	€	€
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6. 4.0 Pedagogy for English Language Arts. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

7. 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	#2	#3	#4	#5	#6	#7	#8
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.	€	ℬ	€	€	ℬ	€	€	€
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.	ℬ	ℬ	ℬ	ℬ	ℬ	€	€	€
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	€	ℬ	ℬ	ℬ	ℬ	€	€	€
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.	€	ℬ	ℬ	ℬ	ℬ	€	€	€
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.	ℬ	€	€	ℬ	€	€	€	€
4.6 Candidates engage students in critical analysis of different media and communications technologies.	ℬ	€	€	ℬ	€	€	€	€
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for lanugage in communication.	ℬ	€	€	ℬ	€	€	€	€
4.8 Candidates engage students in making meaning of texts through personal response.	ℬ	€	€	ℬ	€	€	€	€
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.	ℬ	€	€	ℬ	€	€	€	€
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.	ℬ	€	€	ℬ	€	€	ℬ	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed in NCATE's unit 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. Data licensure tests for content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Attachment A: Content Knowledge	Attachment # 13 Alignment Document for Texas Standards
Attachment # 16 TExES Content and Professional Preparation Responsibilities Data	

See **Attachments** panel below.

2. Assessment of content knowledge⁽¹⁵⁾ in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. Examples of assessments include comprehensive examinations, GPAs or grades⁽¹⁶⁾, and portfolio tasks⁽¹⁷⁾. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Content Knowledge in the Program Area	Senior English Portfolio
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See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children’s learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) 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. NCTE standards that could be addressed in this assessment include but are not limited to Standards 1, 2 and 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Description of Field Experience Portfolio

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTE standards that could be addressed in this assessment include but are not limited to Standards 1,2,3 and 4. An assessment instrument used in student teaching should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

PDAS	Professional Development Appraisal System (PDAS)
Data From the Professional Development Appraisal System (PDAS)	

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. NCTE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include those based on samples of children’s work, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Effect on Student Learning

See **Attachments** panel below.

6. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

ENGL 4433 Portfolio Data .doc	ENGL Portfolio Data and Responses for 2006 and 2007.doc
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See **Attachments** panel below.

7. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Q8468_Alumini_Survey.doc	Q8468_Alumini_Survey_Spring_Data_2007.doc
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See **Attachments** panel below.

8. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

disposition.doc

See **Attachments** 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)

As the attached faculty information indicates, of the twelve English faculty in the Department of English, seven have earned PhDs after 2000, and of the eleven, ten have joined the department after 2001. We are a young department and are gradually making important changes in content and program design. In Spring 2003 in an effort to meet the needs of PVAMU English majors and to bring the English curriculum into compliance with teacher certification expectations, the Curriculum Development Committee undertook a systematic study and review of the existing curriculum. It aligned the entire curriculum with State Board for Educator Certification (SBEC) standards. Our examination also included a comparison of PVAMU's English curriculum with that at eight other universities of similar size and student population (all documents available). As a result, the committee met almost weekly during the Fall 2003 semester and later proposed three courses: ENGL 2333 "Studies in Literature"; ENGL 3043 "Professional Writing for Electronic Media"; and ENGL 4433 "Special Topics in English" (a senior capstone course). The committee also worked on a new degree plan using American Departments of English (ADE) recommendations (articles available) in order to support these three new courses and those approved the semester before in Creative Writing, Literary Theory and Criticism, World Literature, and Adolescent Literature. Sadly, these courses did not exist until 2005.

Our work in the Fall of 2004 continued to fine tune the degree plan, update course descriptions and make title changes when necessary. Course descriptions now incorporate an emphasis on research and analysis and reflect the current and future trends in the field of English studies. The new course descriptions and degree plan went into effect in the Fall of 2005. and in the Spring of 2006, the first senior capstone course was offered, though all students graduating were still under the older degree plan.

Evaluation of Student Portfolios in ENGL 4433 and of ENGL Alumni Surveys:

In order to assess the effectiveness of the Prairie View A&M University's English program, faculty evaluate portfolios using performance measures aligned with NCTE standards (See Attachment #13). These criteria for evaluation are given to students in their sophomore year to help select the essays or projects included in the portfolio, though they complete a major project in the class itself. The most pressing areas uncovered by the Spring 2006 Senior Capstone Course portfolio assessment as well as a Senior Exit Survey are noted in the attached to the side of each assessment (See Attachment #12). To address low scores on Reflective Practice 1, the Department of Languages and Communications began offering student memberships in NCTE to all candidates admitted to the CUIN sequence. To address Reflective Practice 2, faculty members encourage more students to work in the Writing Center, find local professional conferences to which students might submit papers, present in the TAMU-PVAMU Poetry exchange (2007 saw the largest attendance ever at 125), and revive the PVAMU literary magazine Ebon Dialect. Dr. DeLinda Marzette also took seven English majors with her to the College Language Association Conference in Florida in 2007 for their professional development. Similarly, Dr. James Palmer is traveling with seven Writing Center tutors to present at a conference at the University of Illinois-Chicago in February 2008. A proposal for a Writing Contest has now been written in the department with categories for research paper, creative work, and content areas in literature, theory, etc (proposal available for review).

The 2006 Portfolio Assessment found satisfactory student achievement in all Advanced Reading (5), Critical Thinking (6), and Teaching Project (11) measures, but in 3 out of the 10 Advanced Writing categories, median scores were unsatisfactory. Problems with sentence construction appear to start in ENGL 1123 and persist through senior-level writing, which further emphasized the need to address this issue—particularly in the lower-division composition courses. As a result, ENGL 1123 and 1133 (Freshman Composition, required of all majors) will now have a new, customized textbook for the Fall

of 2008. The packet will include access to MyCompLab and 10 free submissions of working drafts of papers to Smart Thinking for e-review by professional tutors. The Writing Center has taken on more importance for improving student writing as well. Founded only four years ago, the Writing Center successfully acquired Title III funds for the next five years. Utilizing this new Title III grant for FY08 in the amount of \$130,000, quarter one data reveals that the Writing Center conducted 411 forty-minute conferences for students across campus. Of those, 85 were multiple or return visits by students, which established a return rate of 20.68%. Customer satisfaction evaluations for five tutors were: 3.75; 3.50; 3.94; 3.89; 4.0. Combined average was 3.81 on a 4 pt. scale.

To increase student “knowledge of the range and influence of print and non-print media and technology in contemporary culture,” since a 2005 curriculum alignment matrix combined with data from 2006 revealed an unacceptable 1.9 out of 4.0 median score on this assessment, a new ENGL 2143: Advanced Composition textbook was selected. The course now revolves entirely around evaluating and assessing media and technology. 2007 data indicates a slightly higher median score already of 2.8/4.0. To further address this low area, in 2005-06 faculty in ENGL wrote a National Endowment for the Humanities (NEH) grant proposal for \$75,000 to help develop and enhance humanities courses that address history, literature, and culture through film and media. We were awarded the grant in 2007 to train faculty how to teach students of all majors to become more aware of the way film and media alters understanding of texts, master narratives, and societies. As a result of the grant, faculty have collaborated with three consultants from TAMU, Purdue, and U of Houston for a year on how to use and incorporate film and other media into new and existing courses and to establish resources for those courses as well. Since training and funding rank as the two biggest hurdles to incorporating film and television successfully into the classroom, an NEH grant was needed to help us overcome these hurdles.

Since the 2006 alumni survey represented such a small sample size (only four students’ perceptions), it was both difficult and risky at that point to extrapolate major issues from the results. Still, 4 of the 29 questions indicated possible problem areas. Although most upper-division literature courses included literary research, the survey did not reflect this fact. English faculty nevertheless incorporated the reading of more research in all courses as a result of the 2006 survey, and those who already did so have tried to make the exercise more transparent, so students know that they are reading current studies in the field. The ENGL 3153 Literary Theory course also took on more importance because of the 2006 Portfolio and Alumni data so that major research projects were required in that core course to better prepare them for the ENGL 4433 capstone course. Students throughout the program were encouraged to make more connections in ELAR through teacher- and student-led class discussions as well as paper and exam prompts. For questions 14 and 27 of the Alumni Survey, the English Program is now creating an on-campus undergraduate research event, similar to the annual Symposium in the Biology department, where students engaged in research give poster presentations.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

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