

Program Report for the Preparation of English Language Arts Teachers (Grades 7-12)

National Council of Teachers of English (NCTE)

2021 Standards - Option 1

This form uses the 2021 NCTE Standards. Beginning in Fall 2021, all English Language Arts Teacher Preparation programs (Grades 7-12) submitting initial review reports must use the 2021 standards.

COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

MM DD YYYY

 / /

4. **Report Preparer's Information:**

Name of Preparer:	
<input type="text"/>	
Phone:	Ext.
() -	
E-mail:	
<input type="text"/>	

5. **CAEP Coordinator's Information:**

Name:	
<input type="text"/>	
Phone:	Ext.
() -	
E-mail:	
<input type="text"/>	

6. **Name of institution's program**

7. **CAEP Category**

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

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

9. **Program Type**

- First teaching license
 - Non-licensure/non-certification degree
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
-
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 the 2021 NCTE standards. (Response limited to 4,000 characters)
-
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)
-
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)
-
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.
- A [LINK](#) to upload or manage your uploaded file(s)
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.)
- A [LINK](#) to upload or manage your uploaded file(s)
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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(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	
Highest Degree, Field, & University⁽³⁾	
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	

(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.

<i>Component 4.1:</i> Candidates implement coherent, relevant, standards-aligned, differentiated and antiracist/antibias instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals.	<input type="checkbox"/>								
<i>Component 4.2:</i> Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction.	<input type="checkbox"/>								
<i>Component 4.3:</i> Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, written feedback).	<input type="checkbox"/>								

5. PROFESSIONAL RESPONSIBILITY OF ELA TEACHERS

Standard 5: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

[NOTE: Requirement for meeting Standard 5: Three of the four components must be met]

	#1	#2	#3	#4	#5	#6	#7	#8
<i>Component 5.1:</i> Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA.	<input type="checkbox"/>							
<i>Component 5.2:</i> Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice.	<input type="checkbox"/>							
<i>Component 5.3:</i> Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities.	<input type="checkbox"/>							
<i>Component 5.4:</i> Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.	<input type="checkbox"/>							

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.

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

Provide assessment information as outlined in the directions for Section IV

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

A [LINK](#) to upload or manage your uploaded file(s)

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

(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

A [LINK](#) to upload or manage your uploaded file(s)

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

A [LINK](#) to upload or manage your uploaded file(s)

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

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

6. **Assessment of candidate ability to address anti-racist/-bias instruction (Assessment Required)**

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

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

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

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

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

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)

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-process>.

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-process>.

(Response limited to 24,000 characters.)

Please click "Next"

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