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

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

<table>
<thead>
<tr>
<th>COVER SHEET</th>
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<tbody>
<tr>
<td>1. Institution Name</td>
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<tr>
<td>2. State</td>
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<td>3. Date submitted</td>
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<td>MMI / DD / YYYY</td>
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<td>4. Report Preparer's Information:</td>
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<tr>
<td>Name of Preparer:</td>
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<tr>
<td>Phone: Ext.</td>
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<td>E-mail:</td>
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<td>5. CAEP Coordinator's Information:</td>
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<tr>
<td>Name:</td>
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<td>Phone: Ext.</td>
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<td>E-mail:</td>
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<td>6. Name of institution’s program</td>
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<td>7. CAEP Category</td>
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<tr>
<td>8. Grade levels(^{(1)}) for which candidates are being prepared</td>
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<td>(1) e.g. 7 - 12, 9 - 12</td>
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<tr>
<td>9. Program Type</td>
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</table>

(Confidential)
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 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. 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.)

5. 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.

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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers (2)</th>
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</table>

(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)

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University (3)</th>
<th>Assignment: Indicate the role of the faculty member (4)</th>
<th>Faculty Rank (5)</th>
<th>Tenure Track</th>
<th>Scholarship (6), Leadership in Professional Associations, and Service (7); List up to 3 major contributions in the past 3 years (8)</th>
<th>Teaching or other professional experience in P-12 schools (9)</th>
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(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 assessments that are being submitted as evidence for meeting the NCTE standards. 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)
<table>
<thead>
<tr>
<th>Assessment #1: Licensure assessment (required)</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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<tbody>
<tr>
<td>Assessment #2: Assessment of student learning (required)</td>
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<td>Assessment #3:</td>
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<td>Assessment #4:</td>
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<td>Assessment #5:</td>
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<td>Assessment #6:</td>
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<td>Assessment #7:</td>
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<tr>
<td>Assessment #8:</td>
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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

1. CONTENT KNOWLEDGE
Candiates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

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

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

2. CONTENT KNOWLEDGE
Candiates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

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

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

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

3. CONTENT PEDAGOGY: Planning Literature and Reading Instruction in English Language Arts
Candiates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

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

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

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

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

<table>
<thead>
<tr>
<th>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.</th>
<th>1 2 3 4 5 6 7 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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### 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.

<table>
<thead>
<tr>
<th>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.</th>
<th>1 2 3 4 5 6 7 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English Language Arts.</td>
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<tr>
<td>Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.</td>
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<tr>
<td>Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.</td>
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### 6. PROFESSIONAL KNOWLEDGE AND SKILLS

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

<table>
<thead>
<tr>
<th>Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.</th>
<th>1 2 3 4 5 6 7 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in English Language Arts.</td>
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### 7. PROFESSIONAL KNOWLEDGE AND SKILLS

Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

| Element 1: Candidates model literate and ethical practices in English Language Arts teaching, and engage in/reflect on a variety of experiences related to English Language Arts. | 1 2 3 4 5 6 7 8 |
SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 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 must be required of all candidates. Assessments and scoring guides/rubrics and data reported 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 that reporting a cumulative score.

A program is free to select the types of assessments within the following constraints:

• A program cannot use more than 8 key assessments. There is no minimum requirement.
• Assessments should be required of all candidates.
• The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area.
• One assessment must demonstrate candidate effects on student learning.
• In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

Program must submit the following documentation:

(1) A rationale making the case that the key assessments, taken as a whole, demonstrate candidate mastery of the SPA/CAEP standards.

and

(2) Assessment Documentation
For each assessment attach one document that includes the following 3 items:
a. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
b. The scoring guide/rubrics for the assessment; and

c. Charts that provide candidate data derived from the assessment.

The responses for a, b, and c (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 (a, b, and c above) into a single file. That is, create one file for Assessment #4 that includes the assessment itself (item a above), the scoring guide (item b above), and the data chart (item c 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. Rationale: Attach a narrative outlining your case that the assessments, taken as a whole, demonstrate candidate mastery of the SPA standards. (Character limit 40,000 characters)

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

2. State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

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

3. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

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

4. Provide assessment information as outlined in the directions for Section IV

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5. Provide assessment information as outlined in the directions for Section IV

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6. Provide assessment information as outlined in the directions for Section IV

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7. Provide assessment information as outlined in the directions for Section IV

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8. Provide assessment information as outlined in the directions for Section IV

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9. Provide assessment information as outlined in the directions for Section IV

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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-policies-and-procedures

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-procedures

(Response limited to 24,000 characters.)

Please click "Next"

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