

Composite Evaluation

First Critique

NCATE
Compliance with Specialty Guidelines

PROFESSIONAL ORGANIZATION:

National Council of Teachers of English

DATE OF REVIEW:

7 May 2002

INSTITUTION SUBMITTING PROGRAM:

Southern Connecticut State University-New Haven

PROGRAM:

Senior High English Undergraduate

DEGREE LEVEL(S):

Undergraduate

NUMBER OF GRADUATES LISTED:

1st year: 6
2nd year: 16
3rd year: 4
TOTAL: 26

GUIDELINES/COMPETENCIES NOT MET:

1.1 Complete a specific language arts course of study

Since there are few specific courses in English that are required of all students, candidates have choices. This means that we cannot be assured the students will take the courses that are offered as specific evidence of meeting a standard.

2.3 Engage in reflective practice and pursue professional growth

Re "reflective practice," an excerpt from one student's journal does not demonstrate how reflection is incorporated or used throughout the program to "engage in reflective practice." The example is more a listing of what happened than deep reflection on implications and how the events will impact future teaching.

2.7 Promote the arts and humanities

There is no evidence that this is a part of any course or experience or an expectation of candidates to demonstrate.

3.1.1 Language acquisition and development

One day in Eng 312 where how language is acquired is discussed is insufficient. Nothing in RDG 517 refers to language acquisition.

3.1.3 Impact of various environments on language

Eng 312 deals with the structure of the language. No reading or assignment in the course deals with the standard.

3.1.4 Language diversity

See comment above for 3.1.3.

3.1.5 History of the language

See comment above for 3.1.3. Two days on the history of the language is insufficient.

3.1.8 Purposes for which language is used

See comment above for 3.1.3.

3.2.1 Influences of language and visual images on thinking and composing

Eng 405 is elective. Nothing in Eng 101 deals with visual images.

3.2.3 Processes of composing to create oral, visual and written literacy

See comment above for 3.2.1.

3.2.4 Using writing, visual images, and speaking for a variety of purposes and audiences

See comment above for 3.2.1.

3.2.5 Creating and critiquing print and non-print texts

See comment above for 3.2.1. Nothing in these courses deals with non-print texts.

3.4.1 Wide range of writing strategies

Eng 405 is elective.

3.4.2 Produce different forms of written discourse

Eng 405 is elective.

3.4.3 Influence of written discourse on thought and action

Eng 405 is elective.

3.5.1.1 Works from a range of cultures

Eng 380 and Eng 486 are electives. Citing only African-American literature courses neglects Asian, Native American, Hispanic and South American literatures.

3.5.1.2 Works from a range of genres

Eng 217 is elective.

3.5.1.3 Works by female authors

Eng 217 is elective.

3.5.1.4 Works by authors of color

All courses listed are electives. The term "authors of color" refers to more than just African-American authors.

3.5.1.5 Young adult literature

EDU 498 is elective. RDG 517 may speak to this standard, but there is no evidence of this.

3.5.1.6 Works of literary theory and criticism

Eng 301 is a new course and not part of the program.

3.6.1 Influence of media

EDU 498 is elective. EDU 490 may deal with the influence of media on culture, but nothing in the syllabus demonstrates this.

3.6.2 Construct meaning from media and non-print texts

EDU 498 is elective. Nothing in EDU 490 deals with media and non-print texts.

3.6.3 Role of technology in communication

EDU 498 is elective. Nothing in EDU 490 deals with the role of technology.

4.4 Interdisciplinary teaching

Although the objective is "difficult to fulfill," it is necessary that candidates be trained to see the relationship among disciplines. RDG 517 would seem to be a good place to consider this standard.

4.6 Incorporate technology and print/non-print media into instruction

Using a film in class does not show how candidates will incorporate technology and print/non-print media into instruction.

4.11 Reading strategies to understand print/non-print texts

RDG 517 does not deal with non-print texts

PERCEIVED PROGRAM STRENGTHS:

Good field experiences

Education courses depict current theories of learning and curriculum design

PERCEIVED PROGRAM WEAKNESSES:

In far too many cases, elective courses that students may or may not take are presented as the only support for a standard. The diversity of the English curriculum does not establish a common knowledge base or background or training for the candidates.

Much of the evidence included is more anecdotal than a demonstration of how performance evidence is systematically gathered throughout the education program and is part of a continuous assessment systems as reflected in NCATE Standard 2. If the system of Standard 2 were implemented in demonstrating evidence that meets NCTE guidelines, there would be no need to include the disclaimer on page x: "We . . . could more fully establish our ability to meet all of the standards . . . if it were not for the limits on the length of this report." Instead of presenting a sample portfolio, provide the requirements for assessing the portfolio and the system for assessment with performance items that are usually included.

OTHER COMMENTS:

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (I.E. HAS THE INSTITUTION ADEQUATELY MET THE SPECIALTY GUIDELINES?):

PROGRAM(S) IN COMPLIANCE:

PROGRAM(S) NOT IN COMPLIANCE:

Southern Connecticut State University Senior High English Education Undergraduate program

ADDITIONAL INFORMATION NEEDED TO DETERMINE COMPLIANCE:

See comments under standards not met and weaknesses noted.

IF A SECOND REVIEW OF THE PROGRAM FOLIO IS REQUESTED BY THE INSTITUTION, HOW MANY COPIES OF THE REJOINER SHOULD BE SUBMITTED?4

SPECIAL DIRECTIONS FOR THE PREPARATION OF A REJOINER:

See comments.