

**Composite Evaluation**

First Critique

NCATE  
Compliance with Specialty Guidelines

PROFESSIONAL ORGANIZATION:

National Council of Teachers of English

DATE OF REVIEW:

9 May 2002

INSTITUTION SUBMITTING PROGRAM:

Southern Connecticut State University-New Haven

PROGRAM:

Initial Certification English Language -- Senior High

DEGREE LEVEL(S):

Graduate -- leading to a degree

NUMBER OF GRADUATES LISTED:

1st year: 18  
2nd year: 9  
3rd year: 14  
TOTAL: 41

GUIDELINES/COMPETENCIES NOT MET:

1.0 Structure of the basic program

Eighteen unspecified hours in English as an undergraduate are required. Three courses in English are part of the program. As will be seen below, this is insufficient to guarantee candidates receive sufficient depth and breadth in content knowledge, particularly in that elective courses are too often offered as evidence of meeting a standard.

2.2 English language arts to help students become familiar with various cultures

ENG 522 and LIT 588 are electives. Anecdotal evidence from one portfolio (Appendix 16) is offered, but there is no assurance this will be evidenced in all portfolios.

### 2.3 Reflective practice

The evidence provided is anecdotal. Need to outline continuous assessment system to insure that reflective journals are part of the student teaching requirements.

### 2.4 Develop lifelong habits of critical thinking and judgment

Again, the evidence is anecdotal. The same assignments were used as evidence in the undergraduate program. Who created it--a graduate or undergraduate candidate? How can it be evidence for both programs?

### 2.6 Impact of culture on English language arts

See above under 2.4.

### 2.7 Promote the arts and humanities in lives of students

There is no evidence this is part of any course or experience. There is a need to demonstrate how performance evidence is systematically gathered throughout the education program and is a part of a continuous assessment system as reflected in NCATE's Standard 2, "Assessment System and Unit Evaluation." Candidates are expected to demonstrate their ability to meet this standard.

#### 3.1.1 Language acquisition and development

ENG 505 does not deal with language acquisition and development sufficiently. One day on the topic is not enough. (The referred to Appendix 11 is for ENG 312. Are they the same course?)

#### 3.1.3 Impact of culture on language

ENG 505 does not deal with this standard.

#### 3.1.4 Language diversity

ENG 505 does not deal with this standard.

#### 3.1.5 Evolution and history of the language

ENG 505 does not deal with this topic sufficiently.

#### 3.2.1 Influence of language and visual images on thinking and composing

ENG 504 does not deal with visual images.

#### 3.2.3 Composing to create oral, visual and written literacy

ENG 504 does not deal with visual literacy.

#### 3.2.4 Use of writing, visual images and speaking for various purposes

ENG 504 does not deal with visual images.

#### 3.2.5 Apply language structure to creating and critiquing print and non-print texts

ENG 504 does not deal with non-print texts.

#### 3.5.1, 3.5.1.1, 3.5.1.2, 3.5.1.3, 3.5.1.4 Range of literary study in U.S., British and World literatures

Graduate candidates enter the program with only 18 hours of literature background and there are no requirements for what may be covered in those courses. As presented, the program ignores works

from a range of cultures, a range of genres, by female authors, and by authors of color. Elective courses may deal with the topics, but they cannot be used as proof for all candidates when such courses are elective only.

#### 3.5.1.5 Young adult literature

EDU 498 is elective. RDG 517 may speak to young adult literature, no evidence is presented to indicate this.

#### 3.6 Influence of print and non-print media and technology on contemporary culture

EDU 498 is elective. EDU 490 does nothing with non-print and the role of technology.

#### 3.6.1, 3.6.2, 3.6.3 Influence of media on communication, construction of meaning from media and non-print and role of technology in communication

See above under 3.6

#### 4.4 Interdisciplinary teaching

Though the standard may be "difficult to fulfill," there needs to be assurance that somewhere in the program, candidates are instructed on how to develop interdisciplinary teaching strategies and materials.

#### PERCEIVED PROGRAM STRENGTHS:

#### PERCEIVED PROGRAM WEAKNESSES:

Assessment system is not delineated or explained. Performance requirements and criteria throughout the program must be demonstrated. Assurances that all candidates have an equal knowledge base also needs to be demonstrated.

#### OTHER COMMENTS:

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 and aggregate data concerning candidates' performance meeting the portfolio requirement.

#### 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 Initial certification in English, senior high level, graduate program leading to a degree

ADDITIONAL INFORMATION NEEDED TO DETERMINE COMPLIANCE:

See comments.

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

SPECIAL DIRECTIONS FOR THE PREPARATION OF A REJOINDER:

See comments.