

**SPECIALIZED PROFESSIONAL ASSOCIATION (SPA)
Summary Report on Program Review Decision**

Initial Review
First Rejoinder
Second Rejoinder XX
Other

Professional Organization: National Council of Teachers of English (NCTE)

Institution Submitting Program (*name/city/state*): Southern Connecticut State University New Haven

Date of Review: February, 2004

Program Covered by this Review	Program Level	Degree Level
Initial Certification English Language Senior High	Secondary 9-12, Combined 7-12	Baccalaureate

Section I

SPA Decision on Program: Nationally Recognized

Standards Met [Standards listed by number only]: All standards have now been met

Standards Not Met [Standards listed by number only]:

Summary of Strengths:

Summary of Areas for Improvement:

Additional Information Required:

Dates and terms of recognition: The program is recognized through the semester and year of the institution's next NCATE review. To retain recognition, another program report must be submitted at least two semesters before that review. The program will be listed as nationally recognized through the semester of the next NCATE review on the websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by the National Council of Teachers of English, through the semester of the next NCATE review, in its published materials.

Section II
Report of Findings for Each Standard

1.0 Structure of the Basic Program

The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will

1.1 - complete a specific language arts course of study Met

Comment:

1.2 - gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts Met

Comment:

1.3 - experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers. Met

Comment:

2.0 Attitudes for English Language Arts

Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will

2.1 - demonstrate a respect for the worth and contributions of all learners Met

Comment:

2.2 - use the English language arts to help students become familiar with their own and others' cultures Met

Comment:

2.3 - engage in reflective practice and pursue continued professional growth and collaboration with colleagues Met

Comment:

2.4 - help students develop lifelong habits of critical thinking and judgment Met

Comment:

2.5 - take informed stands on issues of professional concern Met

Comment:

2.6 - recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general Met

Comment:

2.7 - promote the arts and humanities in the daily lives of students. Met
Comment:

3.0 Knowledge of English Language Arts

The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.

3.1 *The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will*

3.1.1 - show an understanding of language acquisition and development Met
Comment:

3.1.2 - demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated Met
Comment:

3.1.3 - recognize the impact of cultural, economic, political, and social environments upon language Met
Comment:

3.1.4 - show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles Met
Comment:

3.1.5 - show an understanding of the evolution of the English language and the historical influences on its various forms Met
Comment:

3.1.6 - demonstrate an understanding of English grammars Met
Comment:

3.1.7 - demonstrate an understanding of semantics, syntax, morphology, and phonology Met
Comment:

3.1.8 - show the various purposes for which language is used. Met
Comment:

3.2 *The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will*

3.2.1 - demonstrate the influence of language and visual images on thinking and composing Met
Comment:

<p>3.2.2 - use writing, speaking and observing as major forms of inquiry, reflection, and expression <i>Comment:</i></p>	Met
<p>3.2.3 - use the processes of composing to create various forms of oral, visual, and written literacy <i>Comment:</i></p>	Met
<p>3.2.4 - use writing, visual images, and speaking for a variety of purposes and audiences <i>Comment:</i></p>	Met
<p>3.2.5 - apply knowledge of language structure and conventions to creating and critiquing print and non-print texts. <i>Comment:</i></p>	Met
<p>3.3 <i>The program prepares the candidate with knowledge and understanding of reading processes; as a result, the candidate will:</i></p>	
<p>3.3.1 - demonstrate how to respond to and interpret what is read in different ways <i>Comment:</i></p>	Met
<p>3.3.2 - demonstrate how to discover and create meaning from texts <i>Comment:</i></p>	Met
<p>3.3.3 - use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. <i>Comment:</i></p>	Met
<p>3.4 <i>The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will</i></p>	
<p>3.4.1 - use a wide range of writing strategies to generate meaning and to clarify understanding <i>Comment:</i></p>	Met
<p>3.4.2 - produce different forms of written discourse <i>Comment:</i></p>	Met
<p>3.4.3 - demonstrate how written discourse can influence thought and action. <i>Comment:</i></p>	Met
<p>3.5 <i>The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will</i></p>	
<p>3.5.1 - show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures</p>	Met

Comment:

To include:

3.5.1.1 - works from a range of cultures Met

Comment:

3.5.1.2 - works from a range of genres Met

Comment:

3.5.1.3 - works by female authors Met

Comment:

3.5.1.4 - works by authors of color Met

Comment:

3.5.1.5 - works written specifically for older children and young adults Met

Comment:

3.5.1.6 - works of literary theory and criticism. Met

Comment:

3.6 *The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will*

3.6.1 - recognize the influence of media on culture and on people's actions and communication Met

Comment:

3.6.2 - construct meaning from media and non-print texts Met

Comment:

3.6.3 - display an understanding of the role of technology in communication Met

Comment:

3.7 *The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will*

3.7.1 - use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice Met

Comment:

3.7.2 - use teacher-researcher models of classroom inquiry Met

Comment:

4.0 Pedagogy for English Language Arts

The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will

4.1 - examine, evaluate, and select resources, such as textbooks, other print materials, video, Met
film, recordings, and software which support the teaching of English language arts

Comment:

4.2 - design instruction to meet the needs of all students and provide for students' continuous Met
progress and success

Comment:

4.3 - organize classroom environments and learning experiences that promote effective Met
whole class, small group, and individual work

Comment:

4.4 - develop interdisciplinary teaching strategies and materials Met

Comment:

4.5 - create learning environments which promote respect for and support of individual Met
differences of ethnicity, race, language, culture, gender, and ability

Comment:

4.6 - incorporate technology and print/non-print media into instruction Met

Comment:

4.7 - engage students in discussion for the purposes of interpreting and evaluating ideas Met
presented through oral, written, or visual forms

Comment:

4.8 - encourage students to respond critically to different media and communications Met
technologies

Comment:

4.9 - use instruction that promotes understanding of varied uses and purposes for language in Met
communication

Comment:

4.10 - engage students in making meaning of texts through personal response Met

Comment:

4.11 - provide students with appropriate reading strategies that permit access to and Met
understanding of a wide range of print and non-print texts

Comment:

4.12 - use assessment as an integral part of instruction and learning Met
Comment:

4.12.1 - develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products; Met
Comment:

4.12.2 - methods and results to students, administrators, parents, and other audiences. Met
Comment:

5.0 Field-Based Experiences in English Language Arts

The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors; as a result, the candidate will

5.1 - participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers Met
Comment:

5.2 - spend at least ten weeks demonstrating the use of effective pedagogy during student-teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors; as a result, the candidate will:

5.2.1 - respond to systematic evaluation in order to meet expectations and responsibilities for the student-teaching experience Met
Comment:

5.2.2 - participate in professional organizations, conferences, and inservice workshops to continue professional growth Met
Comment:

5.2.3 - submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes. Met
Comment:
