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

NCATE approved the 2012 NCTE Standards in 2012. Programs can use either the 2003 or the 2012 standards through Fall 2014. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

Confidential

1. Institution Name

National Louis University

2. State

Illinois

3. Date submitted

MM DD YYYY

09 / 13 / 2016

4. Report Preparer's Information:

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6. Name of institution's program

Master of Arts in Teaching:Secondary Education (English)

7. NCATE Category

English Language Arts Education

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

6-12

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

9. Program Type

- (•) First teaching license

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

Illinois Professional educator License with secondary education and English endorsements

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 unit seeking

- ( ) NCATE accreditation for the first time (initial accreditation)
- (•) Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a 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)

The Master of Arts in Teaching [MAT] in Secondary Education program at National Louis University [NLU] is designed for aspiring middle and secondary school teachers. MAT Secondary Education students typically earn their secondary school teacher certification. Students then continue course work for two or three additional quarters and earn their MAT degrees. Teacher preparation is unique at NLU since it is situated in a cluster program: candidates go through the entire program with the same cohort of 12-20 students.

Overall, successful graduates may earn:
- Professional Educator's License in Secondary Education
- Endorsements in science, social studies, English, mathematics, and/or a Type 10 (K-12) in Foreign Language from the Illinois State Board of Education
- Endorsement to teach middle school from the Illinois State Board of Education or endorsements in reading or special education
- A Master of Arts in Teaching (MAT) degree from the National College of Education at National-Louis University

Certification standards for Illinois public school teachers are determined by the Illinois State Board of Education. To be certified as a 9-12 classroom teacher, the Illinois education code requires that 1) all candidates have a degree in education and 2) all candidates maintain a grade point average (GPA) at or above 2.5 to remain in the teacher preparation program.

The Secondary Education Department at National Louis University has developed admission/retention policies and procedures for English teacher candidates. All English teacher candidates need 1) to hold a Baccalaureate degree from a Regionally Accredited Institution; 2) complete the Miller Analogies Test or the General Aptitude section of the Graduate Record Exam.; 3) receive passing scores on the Illinois Basic Skills Test and the Content Area Test (Test 111 for English Teachers); 4) complete 32 required semester hours with no grade less than a C in an area of specialization on an official transcript(s); and 5) earn a GPA of 3.0 in the last 60 hours of coursework for full admission (GPAs between 2.5 and 2.9 are considered for provisional admission on an individual basis).

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)

Early Field Experiences:
The NLU Secondary Education Program requires a minimum of 80 clock hours of observation to be completed prior to student teaching. Classroom observations are designed to provide students with opportunities to develop and refine teaching skills. Three courses required for certification in Secondary Education incorporate observation into the requirements of the classes. Those courses are SEC 502- Methods and Materials for Teaching at the Secondary Level; SPE 500- Introduction to Exceptional Children and Adolescents/Special Education; and SEC 512 - Teaching English in the Secondary Level. (See Attachment 1 - Clinical Observation Distribution Chart).

During the first quarter of the certification portion of the program candidates will participate in two field experiences. In the first, candidates are enrolled in SEC 502 - Methods and Materials for Teaching at the

Secondary Level. This course requires a total of 25 observation hours. Two or three full days of observation are pre-arranged at schools in various geographic locations. These schools are chosen primarily for their constructivist philosophies and learner-centered approaches. Candidates meet weekly as a class with their instructor to explore issues and trends affecting teaching at the secondary level, curriculum development and integration, community building and maintenance, and construction of disciplinary knowledge. In addition, candidates examine reform mandates and assessments as well as discuss, critique, and practice a variety of instructional models. A minimum of five hours are spent observing a classroom that serves English Language Learners.

The second experience, SPE 500-Introduction to Exceptional Children and Adolescents/Special Education, provides candidates with experiences in classrooms serving students with special needs. Candidates spend a total of 15 hours in a special education setting, where they complete observation tasks. As in SEC 502, candidates meet weekly as a class with their instructor to share their observations of the setting and to discuss historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities.

During the second quarter of the certification process, NLU English Teacher candidates are enrolled in SEC512 - Teaching English in the Secondary School. This course requires a total of 40 observation hours in English 6-12 class settings. During this experience students are asked to observe English content specifics including: textbook usage, technological resources, room arrangements, content specific assessment, small group discussions, end of lesson/day routines, and homework. Often this observation time can be spent working with students where the lead teacher allows for interaction with students. During this course students are strongly encouraged to engage, when possible, with students around content specific needs.

Candidates complete an observation log in conjunction with each course. An important part of this process is to help candidates focus their observations in a way that assists them to make connections between theory and practice, draw conclusions about what seems to work in classroom settings, and practice a repertoire of strategies and approaches to classroom instruction. If feasible, candidates are instructed to participate in any tutoring or other classroom work that brings them in contact with students.

Student Teaching Experience:

Student Teaching is the culminating experience prior to certification. All candidates complete a minimum of an eleven-week, full-day teaching experience in a selected classroom. Student teaching placements are made with licensed English Teachers in the school districts and are supervised by individuals with 9-12 teaching certification. Student teaching is a transitional period during which there is a change in roles from a student learning about teaching to experiencing being a teacher. The student teaching internship consists of a gradual assumption of teaching responsibilities. Ultimately, a student is expected to assume full responsibility for preparing and teaching the same number of classes as a certified teacher in the assigned placement. This includes teaching five courses (with up to three different class preparations). In a school with a block schedule, typically a student teacher would assume responsibility for teaching three courses (with two different class preparations). It is recommended, wherever possible, that the student teacher begin to assume the responsibility of teaching the classes as soon as possible to experience teaching on her/his own. In the end, the student must complete, minimally, six of the eleven weeks with full responsibility for all classes. In addition to these responsibilities, student teachers are encouraged to participate in as many activities at the placement school as are allowed and as their time will permit. We encourage student teachers to attend faculty meetings, parent meetings, professional development activities, and school-related community or local governance meetings. Student teachers should take on the non-teaching duties of their cooperating

teacher and participate in extracurricular activities as much as possible and as the cooperating teacher deems relevant. However, none of these responsibilities should interfere with the designated five mandatory NLU seminar classes. Placements are made in schools where both principals and cooperating teachers welcome the new teacher as a future member of a dedicated profession of learners. This is also an opportunity for seasoned cooperating teachers to share their own insights and expertise to the student. During the eleven weeks, the classroom teacher and the university supervisor collaborate in mentoring and evaluating the student teacher. Student teachers are assigned to exemplary cooperating and supervising teachers. The cooperating teacher(s), mentor the student teacher on a daily basis. NLU supervisors also assess the student teacher throughout her/his student teaching experience. All students are assigned an NLU supervisor. Supervisors come to NLU with varied backgrounds including many years of teaching and sometimes administrative experience in middle/high schools in urban/rural areas throughout the United States. These certified supervisors hold several advanced degrees, certifications, and hours beyond their master's degree and doctoral levels. These include those with a Ph.D., Ed.D., Type 73, Type 75, Type 85, Type 10, Type 09, ESL, Reading, Curriculum and Instruction, and additional work in specific certified areas of: English, Social Sciences, Physical Science, Biological Science, Mathematics and/or Foreign Language. The supervisor will visit a minimum of three observations and will be available for additional visits and counsel by phone and e-mail. Supervisors assess the goals, daily lesson plans, and classroom management styles of the individual student teacher. Student teachers and supervisors need to communicate with each other on a weekly basis.

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)

Admission to the Program:

The following documents must be on file in the Office of Admissions prior to consideration for admission to the program: 1) A completed application form; 2) Application fee; 3) Official transcripts from all institutions attended. Only credit from a regionally accredited institution is considered for transfer credit. Completion of a bachelor's degree from a regionally accredited institution must be verified and the candidates must show (s)he has broad-based experiences/courses in the discipline; 4) A list of three references from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity; 5) A written statement of academic and professional goals; 6) Students seeking admission into the NLU Secondary Education English Program are required to pass the Basic Skills Test along with the English Content Exam (Test 111) administered by the Illinois State Board of Education; 7) Students must take the Miller Analogies Test or the General Aptitude section of the Graduate Record Exam (waived for those already holding an advanced degree). 8) Students whose native language is other than English and/or whose college coursework was earned outside the United States must submit official scores from TOEFL test. The Language Institute Assessment test may be taken in lieu of the TOEFL.

Required Overall GPA:
Applicants must hold a bachelor's degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This is interpreted to mean that the student in the junior and senior years of undergraduate study has achieved a GPA of 3.0 or better on a 4.0 scale. GPA's between 2.5 and 2.9 will be considered for provisional admission on an individual basis. Students holding a graduate degree from a regionally accredited institution will have only their GPA from that advanced degree count toward admission. Students must have a GPA of 2.5 or better in their English content courses. In addition to meeting all of the admission policies, all students must maintain a minimum 3.0 GPA and be in good standing in order to remain in the program.

Additional Requirements:
Candidates for admission into the NLU Secondary Education English Program must have a Major in English from a regionally accredited institution or related coursework equaling 32 semester hours [SH] (including 9SH, upper level) for an Illinois Endorsement in English. The distribution requirements in the Major consist of 9 semester hours of composition and creative writing; and 3 SH each of literary criticism, American, British, and non-white, ethnic literature, Shakespeare, and poetry/young adult literature, with 9 SH of those courses being at the upper level, for admission into the Secondary English Program. (See Transcript Review Document in Section 4 Assessment 2 for more detail) For those students who did not have a Major in English, these students can enter our MAT program. The candidates must take the Illinois Content Test in English and receive a passing score. Also they must have a total of 32 semester hours (including 9 semester hours of upper level courses) in the designated English and related coursework. The 32 SH in English must consist of the distribution requirements for the English major listed in the paragraph prior. Each disciplinary requirement for admission is aligned to the NCTE Content Area Standards. If a candidate's English course work is more than five years old, we recommend that he or she take two or more current English courses before entering the program. If the course work is more than ten years old, we require that he or she take two or more current courses before entering the program. Some of our candidates are change-of-career students and often have many of the courses when they apply. For those who need additional content background, we offer these through our College Arts and Sciences.

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.

Observation Hour Distribution

See **Attachment** panel below.

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.)

Description of Course Sequence

See **Attachment** panel below.

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: SEC English		
Academic Year	# of Candidates Enrolled in the	# of Program

	Program	Completers[2]
2015-2016	81	13
2014-2015	93	29
2013-2014	99	30

(2) NCATE 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.

Faculty Member Name	Duhig, Karen
Highest Degree, Field, & University[3]	Masters in Curriculum & Instruction - National Louis Masters Reading Specialist - Northern Illinois University
Assignment: Indicate the role of the faculty member[4]	Secondary Education (graduate)
Faculty Rank[5]	Adjunct Professor
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Race to the Top Grant
Teaching or other professional experience in P-12 schools[9]	HS District 214 - English, Reading teacher & Staff Development Coordinator Deerfield HS - Reading Instructor

Faculty Member Name	Gustavson, Jenny
Highest Degree, Field, & University[3]	M.Ed. Curriculum & Instruction, University of Texas Arlington M.A. Reading, Northeastern IL University
Assignment: Indicate the role of the faculty member[4]	Secondary Education
Faculty Rank[5]	Adjunct
Tenure Track	YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Fulbright Hays Grant - The Impact of Globalization on Indigenous Cultures of the Andean Region Presentations/Consulting - Illinois Reading Council, St. Viator High School, Suburban Council of International Reading Association
Teaching or other professional experience in P-12 schools[9]	Reading Specialist/Instructional Coach - Maine Township High School District 207 (2009-present) Reading Specialist - Evanston District 65 (2001-2007) Teacher - Chicago Public Schools (2000-2001)

Faculty Member Name	McKnight, Katherine

Highest Degree, Field, & University[3]	PhD in Cand I: Reading, Writng and Literacy, Univserity of Illinois at Chicago
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	Associate Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Rigorous research and publishing agenda which includes: three major books: The Second City Guide to Improv in the Classroom (Jossey-Bass, March 2008) The Teachers' Big Book of Graphic Organizers (Jossey-Bass May 2010) and Methods of Teaching English in the Middle and Secondary School (Pearson, June 2010) Secondary Education Department: English Content Coordinator in Secondary Ed and writing SPA Co-Chair for NCE and served on Constitution committee Co-Directed TALL grant with Donna Ogle National Consultant for the National Council of Teachers of English
Teaching or other professional experience in P-12 schools[9]	2008-2010 Provided substantial professional development and in classroom support through TALL grant at Prosser HS and neighboring elementary schools. Regularly provide pd and classroom support for teachers in the following areas: literature circles, content literacy, curriculum differentiation, writing strategies, and additional topics in middle and high school literacy. Some of the schools where I have provided PD in the past year include: Rudy Lozano Leadership Academy-ongoing literacy pd Allegany County MD, ongoing literacy pd and in classroom support Yuma in AZ PD in literacy Effingham, IL--ongoing literacy pd and classroom support Archdiocese of Louisville, KY

Faculty Member Name	Ross, Harry
Highest Degree, Field, & University[3]	Ph.D. in English, Northwestern University
Assignment: Indicate the role of the faculty member[4]	Secondary Education Program
Faculty Rank[5]	Associate Professor
Tenure Track	þ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	1. Wrote the first chapter of a published book on partnerships: Multiple University Collaborations with One Urban High School, in Building and Maintaining Collaborative Communities: Schools, University, and Community Organizations. 2. Published an article, "Alternative Certification: An Experiential Pathway to Professional Practice," in Success in High-Need Schools Journal. 3. See grants above, including Gear Up and FIPSE.
Teaching or other professional experience in P-12 schools[9]	Multiple grants: Gear Up, funding work with high school students to set up and run peer juries (restorative justice). Howard University Law School grant to bring law students to CPS high schools to collaborate with NLU candidates, presenting on knowing your rights, the death penalty, and other legal topics. CPS Community Schools grant to study factors influencing student success, including parent involvement. FIPSE and Seed Grants to study co-teaching of special education and in CPS high schools.

Faculty Member Name	Paula DiDomenico
Highest Degree, Field, & University[3]	Ed,D., Literacy Education, Northern Illinois University
Assignment: Indicate the role of the faculty member[4]	Secondary Education Program

Faculty Rank(5)	Adjunct Faculty
Tenure Track	YES
Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8)	Scholarship(6), Leadership in Professional Associations, and Service(7):List up to 3 major contributions in the past 3 years(8) Di Domenico, P. (In Press). High School Teachers' Disciplinary Literacy Knowledge. ALER Yearbook. Elish-Piper, L., L'Allier, S., Manderino, M., & Di Domenico, P. (2016). Collaborative Coaching for Disciplinary Literacy. New York: Guilford. Manderino, M. & Di Domenico, P. (2015). Digitally literate youth: Supporting literacy development in 1:1 environments. Journal of the Literacy Professional Learning Network of ISTE, 4, 21-31.
Teaching or other professional experience in P-12 schools(9)	high school teaching of English and developmental reading; secondary instructional coach; department chair, student supports

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as 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) e.g., 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, inservice 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.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	#1 ICTS English Language Arts Content Test #111	State Licensure Test	Prior to Admission to Program
Assessment #2: Content knowledge in English(required)	Transcript Review	Administrative Review	Prior to Admission

Assessment #3: Candidate ability to plan instruction (required)	English Planning Rubric edTPA	Project State Licensure Test	Term 2 (SEC 512) Term 3
Assessment #4: Student teaching or internship (required)	English Student Teaching Competency Appraisal	Local Assessment - Rubric	Term 3 (SEC 590B - Student Teaching)
Assessment #5: Candidate effect on student leaning (required)	edTPA English Student Teaching Competency Appraisal	State Licensure Test Local Assessment - Rubric	Term 3 (SEC 590B - Student Teaching)
Assessment #6: Additional assessment that addresses NCTE standards (required)	edTPA	State Licensure Test	Term 3 (SEC 590B - Student Teaching)
Assessment #7: Additional assessment that addresses NCTE standards (optional)	Candidate Dispositions Assessment	Local Assessment - Rubric	Term 3 (SEC 590B - Student Teaching)
Assessment #8: Additional assessment that addresses NCTE standards (optional)			

(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

For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

1. CONTENT KNOWLEDGE

Candidates 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.

	#1	#2	#3	#4	#5	#6	#7	#8
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

Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

	#1	#2	#3	#4	#5	#6	#7	#8
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

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

	#1	#2	#3	#4	#5	#6	#7	#8
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. *Element 5:* Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. *Element 6:* Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.								

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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. *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. *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. *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.	☑	☐	☑	☑	☑	☐	☐	☐

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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. *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. *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. *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.	☐	☐	☑	☑	☑	☑	☐	☐

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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. *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.	☐	☐	☐	☐	☐	☑	☐	☐

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.

	#1	#2	#3	#4	#5	#6	#7	#8
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. *Element 2:* Candidates engage in and reflect on a variety of experiences related to English Language Arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	☐	☐	☐	☑	☐	☑	☑	☐

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 should be required of all candidates. Assessments

and scoring guides 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 that 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 NCATE's unit 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 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 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.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL:

http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

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

Provide assessment information as outlined in the directions for Section IV

Assessment 1: two page narrative; the assessment, scoring guide, and data chart

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Q85027_Assessment_2_2016.docx

See **Attachment** panel below.

(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

Assessment 3: two page narrative; the assessment, scoring guide, and data chart

See **Attachment** panel below.

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

Assessment 4: two page narrative; the assessment, scoring guide, and data chart

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Assessment 5: two page narrative; the assessment, scoring guide, and data chart

See **Attachment** panel below.

6. Additional assessment that addresses NCTE Standards (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6: two page narrative; the assessment, scoring guide, and data chart

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

Q85032_Assessment_7_2016.docx

See **Attachment** panel below.

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

Provide assessment information as outlined in the directions for Section IV

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)

The Secondary Education Program continues to use assessment data to improve the key courses: SEC502 Introduction to Teaching at the Secondary Level, SEC512 Teaching English at the Secondary Level, and SEC590 Student Teaching Secondary School English. Implementing Charlotte Danielson's Framework for Professional Teachers has strengthened the connection between coursework and clinical practice. With so many school systems using Danielson's Framework for their teacher evaluation system, this is an appropriate move for the Teacher Prep Program to use this framework.

Content Knowledge

The transcript review provides evidence of candidate knowledge of English content. NLU candidates consistently enter the program with a solid background in literature and writing courses. The results of the ICTS English Language Arts Content Area Test provide further evidence regarding English candidates' knowledge of reading, writing, speaking, listening and literature. The mean score is well above the score needed to pass in all areas. The emphasis on writing strategies in English Methods does provide knowledge for candidates and ultimately improves their ability to teach composition at the high school level. Also, the additional requirement of RLR540 (Teaching Content Area Literacy at the Middle and Secondary Level) emphasizes reading strategies thus candidates are better able to teach students how to "read" literature.

EdTPA measures candidates' ability to incorporate their content knowledge into their planning and assessment of instruction. Review of the data indicates that candidates have strong content knowledge and area able to utilize this knowledge when planning for instruction, though further development of their ability to differentiate instruction for students would be beneficial.

Candidate Professional and Pedagogical knowledge, skills, and dispositions

Use of the Danielson framework has allowed faculty to address specific teaching skills. The English faculty continues to make improvements in the English Methods curriculum specifically in the areas of grammar, language (vocabulary) and technology. This year instructors focused on composition, literary analysis, and practical strategies that candidates could use during their student teaching tenure. As part of the transition to the edTPA assessment instructors of English Methods also incorporated three additional assignments as part of candidates' Practicum 2 experience. The revision of the unit plan reflects necessary elements of edTPA, specifically connecting theory to practice with a focus on planning instruction that involves the comprehension of complex texts and the composition of texts. Formative assessments were also included in SEC 512 to support students developing pedagogical skills including an assessment assignment that supports students' analysis of student work and their emerging understanding of successful feedback loops for their students. Also, candidates were asked to teach a mini-lesson in a high school classroom, video the experience and write a commentary after viewing the video. This was perhaps the most valuable pre-clinical experience because candidates were actually "teaching" and then received feedback from their peers using criteria established by edTPA. Candidates were also given two opportunities to plan and deliver instruction to their colleagues. One lesson focused on a Common Core State Standard for writing and the other on a Common Core State Standard for writing. These assignments served dual purposes: the first was to practice organizing and delivering instruction and the second purpose is to provide models of how to use both reading and writing strategies with students. Granted graduate students are a bit more cooperative than high school students; however, any situation where candidates can "practice their craft" is beneficial.

The inclusion of the disposition rubric reflection and faculty assessment is new for both NCE faculty and candidates in 2015. This rubric is applied multiple times during the program. The first time the rubric is applied is during SEC 502: Introduction to teaching at the secondary level where both faculty and candidates complete the rubric. Faculty are encouraged to engage in collegial conversations designed to support students' growth in the dispositions so they can reach mastery in these areas. The final time the rubrics are administered is during student teaching, where students are expected to demonstrate mastery.

Student Learning

While there has been improvement in recent years in terms of candidates' ability to differentiate instruction, a continued focus in this area would be welcome. In the past, improvements have been made primarily because of the following:

1. Instructors of SEC502 and SPE500 continue to use unit plan and lesson plan templates that integrate differentiation. Candidates are required to develop lesson plans based on the UDL (Universal Designed

Lesson) model that requires candidates to include multiple modalities in their lesson design.
2. In English Methods candidates develop a Learning Segment specific to English content that attends to multiple modalities in their lesson design.
Continued focus on differentiation in these areas would support students' growth in terms of their ability to provide differentiated learning experiences for students.

The inclusion of edTPA also provides an opportunity for faculty to ensure they are supporting candidates' work. This spring's data is the first data collected from the state of Illinois for edTPA as this was the first time it was required for licensure. Careful review of the data from this assessment illustrates candidates' abilities to plan for instruction, with a continued need to focus on the differentiation of instruction and use of assessment data. Additional support in both of these areas can easily be incorporated into SEC 512, and this recommendation will be communicated with those instructors.

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 NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

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 NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters.)

Please click "Next"

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