

February 2008

**Program Report for the  
Preparation of English Language Arts Teachers  
National Council of Teachers of English (NCTE)**

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION**

**C O V E R   S H E E T**

**Institution** Howard University **State** Washington, DC

**Date submitted** September 15, 2008

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**Program documented in this report:**

**Name of institution's program (s)** Secondary Education

**Grade levels for which candidates are being prepared** 7-12

**Degree or award level** B.A. English with Undergraduate Secondary Professional Minor Education

**Is this program offered at more than one site?**  **Yes**     **No**

If yes, list the sites at which the program is offered \_\_\_\_\_

**Title of the state license for which candidates are prepared**

English

**Program report status:**

**Initial Review**

**Response to a Not Recognized Decision**

**Response to National Recognition With Conditions**

**Response to a Deferred Decision**

**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 III. 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 NCTM standards**

The approved undergraduate and graduate Secondary Education Programs in English are aligned with the District of Columbia standards for certification and licensing and with the National Council of Teachers of English (NCTE) standards. The certification and license permits teachers to teach general and advanced placement courses in English in grades 7 through 12.

### **2. Description of the field and clinical experience required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching and internships**

Field experiences provide candidates with a variety of observational and hands-on experiences that help them understand and appreciate the connection between theory and practice. A beginning field experience is arranged in each course prior to the candidate's methods course. An "observation and participation" takes place during the methods course, and an advanced experience occurs during internship or clinical practice. The nature and length of the experiences differ as candidates matriculate through the program, increasing in intensity and length of time spent in the field.

#### **Beginning Field Experiences**

Beginning with the first course, *Introduction to Teacher Education (SEED 001 for undergraduates)*, field experiences are arranged for candidates. These initial field experiences include observations of teaching and learning in middle and high schools. Candidates spend at least 10 hours in the field. Candidates may recommend a school site where they would like to conduct their observations; however, the final assignment is made by the Director of Teacher Education. During this course, candidates begin to create and gather artifacts for their professional portfolio. Some of these artifacts include a personal educational philosophy and initial reflections about teaching and learning in urban settings with students from diverse backgrounds and with diverse learning needs.

As the undergraduate candidates matriculate through the pre-methods courses, the foci of the field experiences are aligned with the goals of the individual courses. For example, in *Introduction to Teacher Education*, candidates are asked to reflect on which educational philosophy or combination of philosophies (i.e., perennialism, progressivism, existentialism, social constructivism) are implicitly or explicitly manifested at their observation site. Candidates are encouraged to develop skill in evaluating the extent to which their own personal educational philosophy matches the setting in which they are placed. The development of these skills as a *reflective practitioner* will be useful when they apply for a teaching position.

#### **"Observation and Participation" Field Experiences: Evidence for meeting NCTE Indicator 16.1**

The observation and participation field experiences take place when undergraduate candidates are enrolled in the course, *Teaching of English*, during the fall semester of the year. All candidates are in the field (placed in a classroom) for at least two half-days per week for 10 weeks.

The methods course is usually taken the semester before clinical practice or internship. The accompanying field experience -- referred to as "Observation and Participation (O&P)" -- takes place either in middle school or high school setting. If the candidate is placed in a middle school for O&P, then the placement for the clinical practice field experience is in a high school.

Candidates are supported by a cooperating teacher, a university faculty supervisor, and the Director of Teacher Education. The Director of Teacher Education locates an appropriate placement, taking into consideration the candidate's interests and preferences. Candidates observe the cooperating teacher teaching and assist the teacher by participating in individual or group instruction. Gradually, the candidate is integrated into the teaching process and is scheduled to teach two lessons -- preferably focusing on two different English content standards. During the teaching of the lesson, the university faculty supervisor and the cooperating teacher observe and evaluate the candidate's performance. Each observation is followed immediately by a meeting with the candidate during which time feedback on the performance is provided to the candidate. Areas of weakness that are identified during the first observation are expected to show improvement during the second observation.

### **Clinical Practice Field Experience: Evidence for meeting NCTM Indicator 16.2**

The clinical practice field experience is approximately 7 hours per day for 15 weeks during a 16-week semester or 525 hours plus an additional 20-hour on campus seminar in *Student Teaching (SEED 135 for undergraduates)*.

During clinical practice, undergraduate candidates are at the school site on a full-time basis. This experience provides candidates an opportunity to engage in a variety of teaching experiences including planning instruction, implementing instruction, assessing student learning, communicating student progress with students and their parents/guardians, collaborating with other educational professionals, and participating in professional development activities. Candidates begin full-time teaching approximately five weeks after they begin their student teaching experience. Candidates are observed formally two times by the cooperating teachers and a minimum of three times by the university faculty supervisor. Two of the observations by the university faculty supervisor are planned, and one observation is unannounced.

Candidates who are enrolled in the unit's alternative certification program complete their clinical practice as full-time teachers under the supervision of a qualified mentor teacher and the administrative leadership team of the school in which they are employed. These candidates experience one school-year of supervised on-the-job clinical practice.

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirement for the content courses accepted by the program:**

The criteria for admission, retention, and exit depends on whether the candidate is pursuing initial certification in (a) the undergraduate secondary education professional minor program and a major in English.

Candidates are assessed at key transitions points in their respective programs in order to ensure that they are qualified to advance to the next level of the program. A candidate who does not meet the criteria is notified of his/her failure to meet the criteria and is offered assistance to remedy the situation. A candidate may be given additional time, advised out of the program or dismissed from the program if the remediation efforts are not successful.

Undergraduate Secondary Education Professional Minor (30 Credits)

**Admission**

To be admitted to the undergraduate secondary education professional minor, a candidate must pass all parts of Praxis I (reading, writing, mathematics), have a cumulative grade point average of 2.3 (4.0 scale), and a grade point average of 2.5 (4.0 scale) in their English and education courses . Additionally, only education courses with a grade of “C” or better are accepted -- with the exception of the content methods course and the Student Teaching and Classroom Management seminar course, SEED 135.

**Retention**

To be retained in the undergraduate professional minor program, a candidate has to maintain good academic standing in the College of Arts & Sciences (COAS) and a minimum of grade “C” in all courses prior to taking the methods course, and a grade of “B” in methods (SEED 198) and student teaching (SEED 135). Candidates must also pass all parts of the Praxis I examination, earning at least the minimum score set for each test by the District of Columbia.

**Exit**

In order to exit the program, a candidate must be recommended for certification. Not all candidates who graduate from the College of Arts and Sciences with a major in English and began the secondary education professional minor program during their matriculation actually “exit” the program. Beginning in Spring Semester 2005, all candidates exiting the program had to complete *all* 30 credits hours of the *professional minor program*, receive a minimum grade of “B” in Student Teaching (SEED 135), pass the content and pedagogy Praxis II tests in English, and earn satisfactory marks on his/her professional portfolio.

**4. Description of the relationship of the program to the unit's conceptual framework:**

The mission of the School of Education (the Unit hereafter) is to prepare professional educators and human development specialists in teaching, research, service delivery, policy, and advocacy. The conceptual framework, which guides the work of the Unit, identifies seven candidate outcomes. Candidates are afforded an opportunity to exhibit these outcomes in various courses and experiences in the program. Specifically, candidates must: (1) think critically, (2) analyze and solve problems, (3) make ethical decisions, (4) apply knowledge by linking theory and practice, (5) know and understand self, history, and community, (6) assume leadership roles in the global community, and (7) demonstrate knowledge, sensitivity, and skills in working with diverse populations. Moreover, all programs in the Unit, including the Secondary Education Programs in English, prepare candidates to function as *reflective educators/practitioners, competent researchers, educational leaders, and change agents*.

Candidates in the English program are required to be *reflective educators/practitioners*. They reflect on matters related to self, English teaching and learning, and educational issues in general. Additionally, candidates must develop an educational philosophy of their own. These reflections allow them to consider how they will teach English to students with different interests and abilities in English in a society and world that values English literacy.

Candidates demonstrate the skills of a *competent researcher* at a level that is commensurate with their training and development. All candidates in secondary education programs must conduct an action research study and present the findings. They complete these tasks with the assistance of a faculty advisor. Undergraduate candidates begin the process of becoming competent researchers by reviewing research articles in English education journals during the methods course. Thereafter, undergraduate candidates are guided through the process of conducting a research study while enrolled in their student teaching and seminar course. All candidates must carry out their research studies during student teaching or clinical practice.

*Leadership* in the area of English education is crucial to bring about a *change* in the way children are educated in English. For African American children, in particular, literacy performance is perennially lower than their white counterparts, and more importantly lower than targeted standards. Our candidates must be *leaders and change agents* in reversing this trend.

**5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system:**

The Secondary Education English Program has several assessments that are unique to the program. Examples of assessments that are aligned with one or more of the aforementioned candidate outcomes include: Praxis II scores, Lesson and unit plans, Comprehensive Exams, the Senior Comprehensive Examination (English) which is administered by the Department of English and an Action Research Project.

All of the aforementioned unique program assessments and the associated candidate outcomes are aligned with the conceptual framework that guides the work of the Unit and serves as the basis of the Unit's assessment system.

**See Table 1 for Program of Study**

**Program of Study**

## **Requirements for English Majors**

**Credits required: 36 hours**

**1. Core courses required:**

Sophomore Seminar I Engl 104 3 hrs.  
Sophomore Seminar II Engl 105 3 hrs.  
British Literary Foundations Engl 113 3 hrs.  
American Literary Foundations Engl 112 3 hrs.  
African-American Literary Foundations Engl 111 3 hrs.  
Linguistic Foundations Engl 110 3 hrs.

**2. Genre or Period course requirement:**

One (1) cross-cultural genre course  
Engl 140 3 hrs.  
Engl 141 3 hrs.  
Engl 142 3 hrs.

Or

One (1) Period course

Engl 210 3 hrs.  
Engl 211 3 hrs.  
Engl 212 3 hrs.  
Engl 225 3 hrs.  
Engl 230 3 hrs.  
Engl 231 3 hrs.  
Engl 232 3 hrs.  
Engl 241 3 hrs.  
Engl 242 3 hrs.  
Engl 243 3 hrs.  
Engl 244 3 hrs.  
Engl 245 3 hrs.

**Major Author Course Requirement**

[Choose one from the Single Author Series]

## February 2008

Engl 201 3 hrs. Engl 206 3 hrs.

Engl 202 3 hrs. Engl 207 3 hrs.

Engl 203 3 hrs. Engl 208 3 hrs.

Engl 204 3 hrs. Engl 209 3 hrs.

Engl 205 3 hrs. Engl 226 3 hrs.

### 3. Electives Requirement

[Choose 4 (four) courses above the 100-level.]

**TOTAL: 36 Hrs.**

## Secondary Education Professional Minor Required Courses:

SEED 001 Introduction to Teaching – Secondary: Offers practical and theoretical experiences in teaching in secondary urban and nonurban schools.

SEED 005 Educational Psychology - Childhood and Adolescents: Traces the development of the individual through adolescence, emphasizing significant characteristics of each period.

SEED 029 Educational Psychology – Learning: Studies motivation, the learner and types of learning, individual differences, growth and development principles, measurement, and evaluation; a school related term project is required.

SEED 150 Survey and Education of the Exceptional Child: Discusses current trends in special education and the educational psychological needs of handicapped students.

SEED 039 Social Foundation of Urban Education: Examination of American society, with reference to social, economic, and political influences on urban schools and youth.

SEED 160 Improvement of Reading in Secondary School: Focuses on the nature and organization of junior and senior high school reading programs, suggesting ways to increase basic reading competence.

SEED 110 Introduction to Educational Technology and Computers: Presents the techniques of selecting, locating, and utilizing educational materials and equipment, and computers for information presentations.

SEED 135 Student Teaching and Management Seminar Secondary School - Consists of observation, participation, and classroom teaching in a junior and/or senior high school.

**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.

	<b>Name of Assessment<sup>1</sup></b>	<b>Type or Form of Assessment<sup>2</sup></b>	<b>When the Assessment Is Administered<sup>3</sup></b>
1	<b>[Licensure assessment, or other content-based assessment]</b> English Language, Literature, & Composition: Content Knowledge	State Licensure Exam	Completion of Program
2	<b>[Assessment of content knowledge in English]</b> B.A. English with Professional Secondary Education Minor	Grades	Completion of Program
3	<b>[Assessment of candidate ability to plan instruction]</b> Lesson Plan	*Written plans	During content methods course
4	<b>[Assessment of student teaching]</b> Teacher Candidate Evaluation Instrument	*Student Teaching Performance Evaluation	During Student Teaching
5	<b>[Assessment of candidate effect on student learning]</b> Student Lesson Critique	Written Critique of Lesson	During Student Teaching
6	<b>Additional assessment that addresses NCTM standards (required)</b> Praxis II: Pedagogy	State Licensure Exam	Completion of Program

<sup>1</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>2</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>3</sup> 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.

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<b>1.0 Structure of the Basic Program</b>	
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.	Information is provided in Section I, Contextual Information.
<b>2.0 Attitudes for English Language Arts</b>	
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.	
<b>2.1</b> Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.2</b> Candidates use ELA to help their students become familiar with their own and others' cultures.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.3</b> Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.4</b> Candidate use practices designed to assist students in developing habits of critical thinking and judgment.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2.5</b> Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>3.0 Knowledge of English Language Arts</b>	
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.	
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.3 Candidates demonstrate their knowledge of reading processes.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.4 Candidates demonstrate knowledge of different composing processes.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>4.0 Pedagogy for English Language Arts</b>	
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<p><b>4.1</b> Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.2</b> Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.3</b> Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.4</b> Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.5</b> Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.6</b> Candidates engage students in critical analysis of different media and communications technologies.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.7</b> Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.8</b> Candidates engage students in making meaning of texts through personal response.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.9</b> Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p>	<p><input type="checkbox"/>#1   <input type="checkbox"/>#2   <input type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input checked="" type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<p><b>4.10</b> Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</p>	<p> <input type="checkbox"/>#1    <input type="checkbox"/>#2    <input checked="" type="checkbox"/>#3    <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5    <input checked="" type="checkbox"/>#6    <input type="checkbox"/>#7    <input type="checkbox"/>#8 </p>

**Assessment #1 -CONTENT KNOWLEDGE:**

English Language, Literature, & Composition: Content Knowledge Praxis II Exam

**Description**

The English Language, Literature, and Composition: Content Knowledge test is designed to assess whether candidates have the broad base of knowledge and competencies necessary to be licensed as a beginning teacher of English in a secondary school. The 120 multiple-choice questions are based on the material typically covered in a bachelor’s degree program in English and English education. The test covers literature and reading, the English language, and composition and rhetoric (*Adapted From ETS*).

**Alignment with NCTE standards**

Assessment #1 aligns itself with Knowledge of English Language Arts (Standard 3, Items 3.1--3.7) by requiring students to respond to questions in three broad areas: Reading and Understanding Text, Language and Linguistics, Composition and Rhetoric. Coursework throughout the secondary English programs specifically address the following NCTE standards:

- 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.
- 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
- 3.3 Candidates demonstrate their knowledge of reading processes.
- 3.4 Candidates demonstrate knowledge of different composing processes.
- 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.
- 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
- 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

**Analysis of Data**

Assessment #1 shows that secondary English candidates have exceeded District of Columbia requirements over the past year.

Program	Number of Candidates	Average Overall Rating (142 = passing)	% Passing
B.A. (Secondary Minor)	2	170	100
Alternative Certification	5	178.8	100
M.A.T.	n/a	n/a	n/a

**Interpretation of Evidence for Meeting Standards**

The 100% pass rate shows that secondary English candidates are sufficiently prepared to meet content expectations determined by the District of Columbia.

**Reprint of Assessment (Not Applicable)**

## **Assessment #2 -CONTENT KNOWLEDGE:**

B.A. English with Professional Secondary Education Minor.

### **Description**

Candidates pursuing a B.A. degree in English with a Secondary Professional education Minor must take 36 credits of English courses and 30 credits of Education courses. The English courses address the NCTE standards for 3.0: Candidate Knowledge. The required English courses are ENGL 104, ENGL 105, ENGL 110, ENGL 111, ENGL 112, and ENGL 113. In addition, candidates must take at least three credits in the following categories and courses: Cross Cultural Genre: ENGL 140, 141, or 142 or one Period course: ENGL 210, 211, 212, 225, 230, 231, 232, 241, 242, 243, 244, or 245; and Major Author/Single Author Series: ENGL 201, 202, 203, 204, 205, 206, 207, 208, 209, or 226. Students must also take 12 credits in English above the 100-level. All courses have the prerequisites of Freshman Composition Courses ENGL 002 and ENGL 003.

### **Alignment with NCTE standards**

#### **English Department Required Courses:**

ENGL-104 Sophomore Seminar I: Introduction to English Studies. Introduces English majors and minors to methodologies of close reading that reveal the rich complexity of literary texts and provide an appreciation of the way those texts signify in relation to their aesthetic, social, and historical contexts. Upon completion of the course, successful students will be in possession of the critical vocabulary, the basic reading and writing skills, and the knowledge of information technologies and library resources essential to an English major or minor. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.4 Candidates demonstrate knowledge of different composing processes.

ENGL-105 Sophomore Seminar II: Theories of Interpretation. The second part of the required two-semester introductory sequence for English majors and minors, this course is designed to give students guided opportunities to acquire effective methods of writing literary analyses informed by current critical theory, including African-American critical strategies and intellectual discourses. By the end of the course, successful students will demonstrate mastery of essential critical concepts, an ability to use critical theory to illuminate literary texts, and an ability to write with clarity and insight about literature. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.4 Candidates demonstrate knowledge of different composing processes.

ENGL-110 Linguistic Foundations: Provides foundational knowledge of the principles and methods of linguistic analysis. By the end of this course, successful students will be able to apply this knowledge to the study of human language in general and English in particular and to demonstrate a metalinguistic awareness as it relates to registers and styles, as well as the differences between oral and written language, standard and non-standard dialects and grammars. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the

practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.4 Candidates demonstrate knowledge of different composing processes.

ENGL-111 African-American Literary Foundations: Provides a context for understanding African-American literary production and critical theory by examining representative African-American literary discourses from the colonial period to the present; includes consideration of the contribution of the African-American folk tradition to the creative process. Upon completion of this course, successful students will have a foundational knowledge of the deep roots and rich diversity of the African-American tradition and be able to write about it with clarity, accuracy, and insight. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

ENGL-112 American Literary Foundations: Introduces the major texts, genres, periods, authors and ideas that make up the literature of what becomes the United States, from its origins to the present. Successful students will leave this course with an appreciation of the continuities and discontinuities of the multi-cultural literary traditions in American writing and an ability to write about it in a clear and informed way. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

ENGL-113 British Literary Foundations: Introduces texts exemplary of key moments, movements, and discourses marking the development of the British literary tradition from the medieval era to the modern age, with emphasis on the cultural dynamics and literary modes affecting the literary production of British writers from various cultures who use English to express themselves. Successful students will leave this course with foundational knowledge of texts, authors, and cultural interactions whose significance endures to the present as well as with an ability to write effective, informed literary analyses. This course addresses NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; and 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

### **Cross-Cultural:**

ENGL-140 Drama Across Cultures: A cross-cultural genre course. Focuses on understanding the essential features of drama both ancient and modern from a variety of cultures, which may include European, American, African, and African-American.

ENGL-141 Poetry Across Cultures: A cross-cultural genre course. From the ritual chants to the epic, from the African praise song to the sonnet, this course focuses on the choices of style and genre that offer specific creative and interpretative possibilities to the poet.

ENGL-142 Prose Fiction Across Cultures: A cross-cultural genre course. The course will sample the prose fiction of a wide variety of authors--for example, Aesop, Charles Dickens, Ralph Ellison, Christina Garcia, Chinua Achebe, Toni Morrison--in order to arrive at an essential understanding of the genre and a selection of sub-genres (for example, fable, short story, novel, novella).

Cross-Cultural courses address NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature; and 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

**Period:**

ENGL-210 Early African-American Literature: An advanced course that examines African-American literature from its earliest beginnings to the texts of the first decades of the twentieth century, including such works as DuBois' *Souls of Black Folk* and James Weldon Johnson's *The Autobiography of an Ex-Colored Man*.

ENGL-211 African-American Realism, Naturalism, and Modernism: An advanced course that examines African-American Literature from the Harlem Renaissance to the 1960s, including but not limited to texts written by authors of the Harlem Renaissance, as well as Hayden, Brooks (early), Petry, Ellison, Wright, Baldwin, and Hansberry.

ENGL-212 African-American Literature from the Black Arts Movement to the Present: An advanced course that examines African-American literature from the Black Arts Movement of the late 1960s to contemporary writing.

ENGL-225 Modern Caribbean Literature: Introduction to the literature of the Caribbean people, and its historical, cultural, and social contexts.

ENGL-230 Early American Writings to Romanticism: An intensive examination of writing in America from the time of European colonization to the early days of independent nationhood as the United States. By closely examining the literary production of colonizers, indigenous people, clerics, promoters, zealots, and "others," successful students will achieve an understanding of the hybrid nature of American literature as well as specific knowledge of important canonical and non-canonical texts.

ENGL-231 American Realism and Naturalism: Examines the efforts of both Black and White writers in the late nineteenth century to form a literature expressive of the "New America" resulting from the revolutionary changes brought about by Emancipation, Reconstruction, industrialization, immigration, and urbanization.

ENGL- 232 Twentieth and Early Twenty-first Century American Literature: Addresses the impact of wars, economic depression, racial conflict, changing gender definitions, views of religion, and other historical shifts that produced the distinctive writings of such authors as Faulkner, Hemingway, McCullers, Steinbeck, Welty, O'Connor, Ellison, Baldwin, Morrison, and others.

## February 2008

ENGL-241 Early Modern British Literature: Examines the cultural-literary developments from the Medieval Period to the advent of printing, continuing through the English Civil War in the mid-seventeenth century. Includes writers such as Margery Kempe, Geoffrey Chaucer, Queen Elizabeth, Christopher Marlowe, and William Shakespeare. Religious controversy, early feminist discourse, theories of government, and the impact of imperialism are themes that may be treated.

ENGL-242 The Age of Revolution: British Literature 1660-1800: Focuses on the changes British literature resulting from the emergence of a print culture in England that empowered new categories of writers (middle class citizens, women and Africans) and promoted for new literary genres (novel, periodical essay, biography, autobiography).

ENGL-243 British Romantic Sensibilities: Study of major issues and debates in English life and culture reflected in the literature of the first half of the nineteenth century.

ENGL-244 Victorian Life and Literature: Study of major discourses and their participants in British literature from 1832 to 1901.

ENGL-245 Modern and Post-Colonial British Literature: Study of major writers and significant trends in British writing from 1901 to the present, with special emphasis on writing by Black Britons.

Period courses address NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature; and 3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

### **Major Author:**

ENGL 201, 202, 203, 204, 205, 206, 207, 208, and 209. Major Author: An advanced course that provides an intensive scholarly study of the texts of a single author (Douglass, Swift, Morrison, Shakespeare, among others) within their formal and cultural contexts; requires a research paper of substantial length (10-20 pp). Successful students will achieve a complex understanding of the canon of one important writer and be able to produce a sophisticated piece of researched literary analysis that takes into account the body of criticism on that writer. Courses address NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy; 3.3 Candidates demonstrate their knowledge of reading processes; 3.4 Candidates demonstrate knowledge of different composing processes; and 3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

### **Secondary Education Professional Minor Required Courses:**

SEED 001 Introduction to Teaching – Secondary: Offers practical and theoretical experiences in teaching in secondary urban and nonurban schools.

SEED 005 Educational Psychology - Childhood and Adolescents: Traces the development of the individual through adolescence, emphasizing significant characteristics of each period.

SEED 029 Educational Psychology – Learning: Studies motivation, the learner and types of learning, individual differences, growth and development principles, measurement, and evaluation; a school related term project is required.

SEED 150 Survey and Education of the Exceptional Child: Discusses current trends in special education and the educational psychological needs of handicapped students.

SEED 039 Social Foundation of Urban Education: Examination of American society, with reference to social, economic, and political influences on urban schools and youth.

SEED 160 Improvement of Reading in Secondary School: Focuses on the nature and organization of junior and senior high school reading programs, suggesting ways to increase basic reading competence.

SEED 110 Introduction to Educational Technology and Computers: Presents the techniques of selecting, locating, and utilizing educational materials and equipment, and computers for information presentations.

SEED 135 Student Teaching and Management Seminar Secondary School - Consists of observation, participation, and classroom teaching in a junior and/or senior high school. Students also take a methodology course in consultation with their advisor.

Education classes address NCTE Standards 3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language; 3.3 Candidates demonstrate their knowledge of reading processes; 3.4 Candidates demonstrate knowledge of different composing processes; and 3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

### **Grade Policy and Minimum Expectations:**

Students in this program are required to maintain a 2.3 cumulative grade point average (G.P.A.) and a 2.5 G.P.A. in their English and Education courses. Howard University incorporates a letter grading system as follows:

A - excellent 90 and above

B - good, 80 - 89

C - fair, 70 - 79

D - poor, 60 - 69

F - failure less than 60

Only Education courses with a grade of "C" or better will be credited toward degree.

### **Analysis of Data**

**(all you need to calculate data is the transcripts of the two students in the undergrad program inserted here)**

Assessment #2 shows that candidates graduating from Howard University with a Bachelor of Arts degree in English (Secondary Professional Minor) are proficient in the above mentioned skills.

**February 2008**

Program	Number of Candidates	Average Overall Rating (out of 100)
B.A. (Secondary Minor)	2	72

**Assessment #3 –PLANNING INSTRUCTION:**  
CANDIDATE LESSON PLAN

**Description**

Assessment # 3 requires candidates to prepare a lesson plan. Topics for the lessons are chosen from a subject list composed by former candidates and instructor. Teacher Candidates have knowledge of several models of lesson plans; however, a standard format is used for Assessment #3. Some lesson plan models comply with standards set by District of Columbia Public Schools for English Language Arts (see below). Candidates, however, have knowledge of a variety of models.

The lesson plan activity is worth 25% of the candidate's final grade.

**Alignment with NCTE standards**

Assessment #3 is aligned with NCTE Standards 2 – 4. Alignments of individual parts of assessment are labeled on the assessment rubric.

**Analysis of Data**

Assessment #3 is a new assignment and rubric that will be piloted in the 2008-2009 school year. Aggregated data will be presented when available.

**Reprint of Assessment** (see below)

Howard University  
Lesson Plan Task & Format

Name \_\_\_\_\_

Subject \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

**Unit Topic or Theme** \_\_\_\_\_

**Rationale:** In 2-3 sentences; the students will state why the lesson and activities are important. What is the connection to the larger concept(s) for example the nature of man/woman, good and evil, identity, alienation or acceptance? Statement must clearly indicate relevance for adolescent learners.

**Objectives:** The objectives must clearly state what the novice learner is supposed to *know, be able to do*, at what level, i.e. 90% correct and complete and be *disposed* toward as an outcome of experiencing this lesson.

**Standard 3.0:** [3.1.1-3.1.7] Candidates are knowledgeable about language, literature, oral, visual and written literacy; print and nonprint media, technology; research and research findings.

**Standard 3.2:** [3.2.1-3.2.4] Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

**Strategies:**

ESE:

ESOL:

Areas of Bloom's Taxonomy, written specifically to learning & application in English and the Language Arts addressed and labeled.

**Multiple Intelligences:**

Lesson must have at least 3: i.e. linguistic Intelligence, Musical, spatial, interpersonal, intrapersonal, kinesthetic, etc. Area of intelligence engaged must be clearly labeled.

**Materials:**

List all materials used in the lesson, including power-point slides, guided discussion or question protocols students will be using, articles, websites etc.

**Set:**

Set should be no longer than 5-10 minutes and should engage the students in the lessons/activities to come. Set must show: (1) what the students are doing; (2) the relationship between the set and the present lesson; (3) the relationship between the set and the rationale; and (4) the relationship between the set and the theme/topic or big questions related to the overall unit of study.

**Body:**

This is what the teacher and students will be doing. The focus must be on student learning. For example, in a unit on the nature of man, *Frankenstein* may be used. In one or a series of related lessons, students may be learning conduct, analyze, interpret and apply research on cloning using the internet, magazine and new articles, contemporary films, art etc. Throughout the body, label each activity relevant to the NCTE Standards 3.

**Closure:** Provide a summation of the lesson that includes a summation of what was taught and learned, student generated questions and resolutions to a problem or issue raised during the course of the lesson.

**Assessment:** Must be aligned with the following the lesson objective.

**Reflection:** Student response to the lesson; an artifact or work sample  
Teacher response to the lesson.

SAMPLE

Howard University  
Lesson Plan Example

Name: \_\_\_\_\_

Subject: English \_\_\_\_\_

Date: February, 2008

Grade12 \_\_\_\_\_

**Unit Topic or Theme:** Heroes, Society & Individuals: Frankenstein

**Rationale:** In 2-3 sentences; the students will state why the lesson and activities are important. What is the connection to the larger concept(s) for example the nature of man/woman, good and evil, identity, alienation or acceptance? Statement must clearly indicate relevance for adolescent learners.

*The nature of man, good versus evil, belonging and the need for love are universal themes are recurrent tropes in literature, media and life. Understanding who we are as thinking, acting and responsible people is the major concern of adolescents and adults. In this unit, students will explore these issues in both classic and contemporary literature, media and literature written primarily for adolescents. Additionally, students will explore contemporary, and morally challenging ideas such as cloning using basic research to support and enrich their emerging understanding of these complex issues.*

**Objectives:** The objectives must clearly state what the novice learner is supposed to *know, be able to do*, at what level, i.e. 90% correct and complete and be *disposed* toward as an outcome of experiencing this lesson.

*Students will:*

- *Identify examples of: (1) the Satanic hero, alienation, the creation story according to Genesis, parenting and the importance of appearance in Mary Shelly's Frankenstein with 90% accuracy.*
- *Students will identify parallel themes from excerpts from several pieces of adolescent fiction, specifically, *Speak*, *The Geography Club* and *Uglies*.*
- *Students will make a thematic connection to selected film, music & poetry.*

**Standard 3.0:** [3.1.1-3.1.7] Candidates are knowledgeable about language, literature, oral, visual and written literacy; print and nonprint media, technology; research and research findings.

**Standard 3.2:** [3.2.1-3.2.4] Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

**Strategies:**

*ESE: Film version of the Frankenstein and short pieces of fiction, printed in large print and read allowed in partnerships read aloud.*

*ESOL: Film version of the novel with subtitles in Spanish and French and short pieces of fiction, printed in large print and read aloud in partnerships.*

*Areas of Bloom's Taxonomy, written specifically to learning & application in English and the Language Arts addressed and labeled.*

**Multiple Intelligences:**

Lesson must have at least 3: i.e. linguistic Intelligence, Musical, spatial, interpersonal, intrapersonal, bodily kinetic. Area of intelligence engaged must be clearly labeled.

*Working in small groups, students will read, listen, describe the theme, list examples. (Knowledge; Linguistic Intelligence.*

*Identify and discuss themes off Frankenstein in clips from film I Robot & Edward Scissor Hands(Comprehension; Linguistic Intelligence).*

*Research news articles on-line regarding cloning. (Application)*

*Prepare an outline for a debate regarding cloning (Analysis, Synthesis & Evaluation)*

*Prepare a list of musical selections to be used to score the character, rising action, conflict, setting, tone and voice in Frankenstein.*

**The Lesson**

**Set:**

Set should be no longer than 5-10 minutes and should engage the students in the lessons/activities to come. Set must show: (1) what the students are doing; (2) the relationship between the set and the present lesson; (3) the relationship between the set and the rationale; and (4) the relationship between the set and the theme/topic or big questions related to the overall unit of study.

*Student will view a 2 minute clip from I-Robot. In pairs, students will briefly answer the Question—What makes us human?*

**Body:**

This is what the teacher and students will be doing. The focus must be on student learning. For example, in a unit on the nature of man, *Frankenstein* may be used. In one or a series of related lessons, students may be learning conduct, analyze, interpret and apply research on cloning using the internet, magazine and new articles, contemporary films, art etc. Throughout the body, label each activity relevant to the NCTE Standards 3.

**Multiple Intelligences:**

*Lesson must have at least 3: i.e. linguistic Intelligence, Musical, spatial, interpersonal, intrapersonal, bodily kinetic. Area of intelligence engaged must be clearly labeled.*

*Working in small groups, students will read, listen, describe the theme, list examples. (Knowledge; Linguistic Intelligence.*

*Identify and discuss themes off Frankenstein in clips from film I Robot & Edward Scissor Hands(Comprehension; Linguistic Intelligence).*

*Research news articles on-line regarding cloning. (Application)*

*Prepare an outline for a debate regarding cloning (Analysis, Synthesis & Evaluation)*

*Prepare a list of musical selections to be used to score the character, rising action, conflict, setting, tone and voice in Frankenstein. (Synthesis, Musical)*

February 2008

**Materials:**

List all materials used in the lesson, including power-point slides, guided discussion or question protocols students will be using, articles, websites etc.

**Texts**

*Copies of: Frankenstein, Speak, Uglies, The Geography Club.*

*Excerpts from The Bible, Dreaming Cuban, How the Garcia Girls Lost their Accent, Paradise Lost, Prometheus, The Love Song of J. Alfred Prufrock, Invisible Indian (poem by Deloras Lane) and My Father's Hands (poem by Nora Naraanjo-Morse).*

**Film**

*Frankenstein*

*I Robot*

*Wicked*

*Internet connection*

A collection of music in different genres—classic, jazz, contemporary etc. to use for scoring scenes, characters etc.

**Closure:** Provide a summation of the lesson that includes a summation of what was taught and learned, student generated questions and resolutions to a problem or issue raised during the course of the lesson.

**Assessment:** Must be aligned with the following the lesson objective.

*Student groups will be asked to summarize the following:*

- *Identify examples of: (1) the Satanic hero, alienation, the creation story according to Genesis, parenting and the importance of appearance in Mary Shelly's Frankenstein with 90% accuracy.*
- *Students will identify parallel themes from excerpts from several pieces of adolescent fiction, specifically, Speak, The Geography Club and Uglies.*
- *Students will make a thematic connection to selected film, music & poetry.*

**Reflection:** Student response to the lesson; an artifact or work sample  
Teacher response to the lesson.

*Students and teachers will write a five minute summation of what they learned, what they need to know and what they will do to enhance learning and teaching in their community.*

Howard University Lesson Plan Rubric				Assessment # 3
	Unacceptable	Acceptable	Target	
	1	2	3	
<b>Rationale</b>	The lesson is unconnected to a theme, or larger question.	The lesson clearly & logically adheres to a theme or concept, and follows a logical sequence. The rationale is well written.	The rationale presents information in a logical, interesting sequence which an audience of novice learners can readily engage in.	
<b>3</b>	Student exhibits limited reading knowledge.	The rationale exhibits a good command of the scholarly foundation of Eng./Lang Arts. Appropriate citations.	The rationale indicates full knowledge of ELL and answers the call for a reasoned approach to planning with elaboration, analysis and synthesis.	
	There are no related citations.	The rationale effectively connects a theme to diverse historical and contemporary issues and world views.		
	The rationale has little evidence of basic critical thinking & fails to utilize basic applications of knowledge to a theme.			
<b>Multiple Intelligences &amp; Bloom's</b>		A generally weak articulation &	The lesson provides an articulate &	effectively includes ability, cultural,

February 2008

<b>Taxonomy</b>		explanation of the needs of ELL	scholarly explanation of the needs of	ethnic and linguistic diversity.	
3.1.1		learners in language acquisition &	6-12 learners in the rationale.	The effectively makes connections	
3.1.2		development.		among cultural/ historical space, place	
3.2.2			It effectively makes connections	contemporary realities and meaning.	
3.2.4		Trivial or no understanding evidence of	among cultural/ historical space, place		
3.7.2		linguistic intelligence among diverse	contemporary realities and meaning.	The lesson makes excellent, scholarly	
		ELL learners.		use of the multimedia materials and	
		Students make a minor connection	Media, text & music are provided.	provides easy access for the	
		between space, place movement &	Areas of Bloom and Multiple Intelligence	audience.	
		ELL learning or literary meaning.	not clearly labeled or identified or clearly		
			integrated	Application to Bloom & Multiple	
		The art, music, film, technology		Intelligence clear, focused & accurate.	
		provided is superficially related to .		Writing, speaking, visual learning are well	
				integrated.	
<b>The Lesson</b>		Minimal requirements for inclusion are	Meet minimal requirements	Exceeds requirements for inclusion	
3.1.4		not met.	for inclusion.	and gives pragmatic examples.	
3.1.5				Appropriate for diverse cultural & ability	
3.2.3		There are no clear considerations	The lesson effectively includes ability,	learners	
		of cultural, linguistic and	cultural, ethnic and linguistic diversity.		

		ability			
		diversity.			
			Diversity is central rather than		
			tangential to the logic of the proposal.		
3.2.1		Candidate demonstrates a lack of	Candidate uses her understanding of	Creates opportunities & develops	
3.2.1		understanding of the influence that	the influence of language and visual	strategies that permit student to	
3.6.1		language, media and visual images	images & media on thinking &	demonstrate, in their own work the	
3.6.2		have on thinking and composing.	composing in their own work & in.	influence of language, visual & auditory	
3.6.3		The set is unrelated t& superficial.	their teaching	images & media on thinking & learning.	
3.2.4		Minimal use of writing, visual images	Lesson demonstrates that the	Lesson engages students in writing,	
		and speaking for a variety of	candidate knows how writing, visual	visual images music and technology in	
		audience.	images and speaking can perform a	ways that provide opportunities for	
			variety of functions different audiences	demonstrating their skills in writing,	
			and purposes, but is limited by saying	speaking, creating visual and auditory I	
			rather than showing & engaging.	images for a variety of audiences &	
				purposes	
3.2.5		Shows little knowledge of language	Lesson demonstrate candidate's	Uses a variety of ways to assist students	

February 2008

		structure and conventions in	knowledge of language structure	in creating and critiquing a wide range of	
		creating and critiquing print & non print	& conventions by creating &	print & nonprint texts for multiple	
		texts.	critiquing their own print	purposes and help students understand	
			and nonprint texts and by assisting	relationship between symbols & meaning.	
			their students in such activities.		
<b>Assessment</b>		Demonstrates limited ability to	Demonstrate that students can select	Demonstrate how reading comprehension	
4.9		provide students with relevant reading	appropriate reading strategies that	strategies are flexible for making and	
		strategies that permit access to, and	permit access to and understanding of	monitoring meaning in both print & non-	
		understanding of a wide range of	a wide range of print & nonprint texts.	print texts and teach a wide variety of	
		print and nonprint texts		these strategies to all students.	
4.1		Use of formal & informal assessment	Uses a variety of formal & informal	Establishing criteria & developing strategies	
		activities & instruments to	assessment activities and instruments	for assessment that allow all students	
		evaluate student work.	to evaluate process & products.	to understand what they know and can	
				do in light of their instructional	
				experiences.	
Reflection		Engage in few practices designed to	Use practices designed to assist	Design & implement instruction &	
2.4		assist students in	students in developing	assessment that assist	

		developing habits of	habits of	students in	
		critical thinking & judgment.	critical thinking & judgment.	developing habits of critical thinking.	

February 2008

**Assessment #4 –Assessment of Internship**

SEES 135 – Student Teaching Evaluation

**Description**

Assessment #4 provides an overall assessment of candidate performance in SEED 135, Student Teaching and Classroom Management Seminar. Candidates are required to complete a number of activities including lesson planning, assessment, and instruction in a junior or senior high school.

**Analysis of Data**

The new NCTE standard rubric is being introduced in the Fall 2008 semester; therefore, there is currently no data regarding candidates performance under the new rubric. Past rubrics yielded candidate scores that regularly exceeded acceptable standards.

**Reprint of Assessment details and scoring guide** (see below)

**Howard University  
School of Education  
Student Teaching Evaluation**

This form is to be filled out by the cooperating teacher and college supervisor at the end of each student teaching/internship placement. It reflects professional standards articulated by the faculty of the university school of education. Please use the following performance scale to determine the candidate's ability to meet the criteria. Comments/examples should be included for clarification.

**Performance Scale:**

T: Target; Candidate meets program criteria with a high level of competency or exceeds expectations

A: Acceptable; Candidate meets program criteria with competency

U: Unacceptable; Candidate does not meet minimum program criteria

N/O: Not observed; not applicable, not evaluated, not included in lesson

<b>Inquiry and Intellectual Growth</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
1. Candidates demonstrate knowledge of, and skills in the use of, the English language, knowledge of, and uses for, an extensive range of literature as well as print and nonprint media (NCTE 3.5; 3.6)				
2. Candidates demonstrate knowledge of, and skills in the use of, the English language as well as effective critical thinking and skills in reading, writing, speaking, listening, and viewing (NCTE 3.1)				
3. Candidates engage their students in activities that demonstrate the role of arts and humanities in learning (NCTE 2.6)				
Comments/Examples:				

<b>Professionalism</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
4. Develops standards-based instructional plans, reflecting ELA content and pedagogical knowledge (NCTE 3.2; 3.3; 3.4)				
5. Align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work (NCTE 4.2)				
6. Design and implement instruction and assessment that assist students in developing habits of critical thinking (NCTE 2.4)				
7. Provides students with constructive and motivational feedback, including using formal and informal assessments that help students evaluate their ELA processes and products (NCTE 4.10)				
8. Integrates technology to enhance learning of the ELA, including				

helping students compose and respond to film, video, graphic, photographic, audio, and multimedia texts (NCTE 3.6.3)				
9. Examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA (NCTE 4.1)				
10. Builds on or supports students' prior knowledge to make meaning of texts and engages students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances (NCTE 3.3.2; 4.8)				
11. Connects learning to students' experiences and cultures (NCTE 3.3.2)				
12. Helps students relate ideas to real-world situations and developments in culture, society, and education (NCTE 2.5)				
13. Communicates the expectations and maintains standards appropriate for a well-functioning learning community, including communicating with students, parents, and others as to how students are assessed (NCTE 4.10)				
14. Seeks and applies feedback on his/her practice (NCTE 2.3)				
15. Participates collegially in school and professional communities (NCTE 2.3)				
Comments/Examples:				

<b>Appreciation of Human Diversity</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
16. Incorporates and/or supports curricula that integrate diverse cultural perspectives and engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms (NCTE 2.2; 4.5)				
17. Creates and sustains an inclusive and supportive learning environment in which all students can engage in learning that are student and family centered (NCTE 2.1)				
18. Creates education environments/classrooms that are inclusive and culturally responsive, including presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection (NCTE 2.1; 4.2)				
19. Respects varied perspectives within an educational community (NCTE 2.3)				
Comments/Examples:				

<b>Advocacy for Students and Democratic Citizenship</b>	<b>T</b>	<b>A</b>	<b>U</b>	<b>N/O</b>
20. Exhibits commitment to the practice of educational equity (NCTE 2.1)				
21. Helps students develop skills that will result in advocacy for positive social change (NCTE 4.5)				
22. Creates and sustains learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability (NCTE 4.4)				
Comments/Examples:				

Student Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

Assessor: \_\_\_\_\_

Position: (circle one) cooperating teacher supervisor

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Assessment #5 –Candidate Effect on Student Learning**

Student Critique of Lesson – ENGL 293

### **Description**

Assessment #5 requires teacher candidates to critique fellow candidates' student teaching. Candidates alternately assume role of student/teacher and model behavior for specific grade level. Individual teaching topics are chosen from a list of topics agreed upon by candidates and instructor. Selection is based on candidates' performance on an in-class diagnostic instrument, given during the first few weeks of class. Rubric and narrative assess teaching effectiveness. Assessment time: Approximately 30 minutes

Assessment #5 is worth 25% of candidate's final grade.

### **Alignment with IRA standards**

Assessment #5 is aligned with NCTE Standards 2.0, 2.3, 3.2, 3.7, 4.0, 4.2, 4.3, 4.10: Attitudes for English Language Arts; Knowledge of English Language Arts, Pedagogy for English Language Arts. Specifically, candidates:

2.0 Demonstrate through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, adopt and strengthen professional attitudes needed by English language arts teachers.

2.3 Demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

3.2 Demonstrate knowledge of the practices of oral, visual, and written literacy.

3.7. Demonstrate knowledge of research theory and findings in English language arts

4.0 Acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

4.2 Align curriculum goals and teaching strategies and materials with the organization of classroom environments and learning experiences to promote whole-class, small group, and individual work.

4.3 Integrate interdisciplinary teaching strategies and materials in the teaching and learning process for students.

4.10 Integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunity to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

### **Analysis of Data**

#### **Analysis of Data**

Data analysis show that candidates rated GOOD or EXEMPLARY in 3 of the 4 major categories: Planning, Student/Teacher Relationships, and Classroom Environment. The need for improvement (I) was exhibited most often in the "Teaching Techniques" category. Candidates did very well in the "Student/Teacher Relationships" category, wherein they received consistently high marks in areas involving student motivation techniques.

### **Interpretation of Evidence for Meeting Standards**

Standards were met for Assessment #5 in *all* categories. This is true even though

the rating for one of the categories ("Teaching Techniques) was most often an "I" (Needs Improvement). Of the 9 sub-components of this category, only 3 were noted for conference review.

The rubric for this assessment generally works well; however, future evaluations will include a numeric scale or points for each of the sub-components in the major categories. Candidates concur that this will lend more objectivity to the process.

### **Interpretation of Evidence for Meeting Standards**

**Reprint of Assessment details and scoring guide** (see below)

**TEACHER EVALUATION  
TEACHING OF ENGLISH 293  
FALL 2007**

Teacher \_\_\_\_\_ Subject Taught \_\_\_\_\_

Length of Lesson \_\_\_\_\_ Date \_\_\_\_\_

Mark each item according to the following scale:

**E = EXEMPLARAY      I = IMPROVEMENT NEEDED**  
**G = GOOD              N = NOT OBSERVED**  
**U=UNSATISFACTORY**

**A. Teaching Techniques**

1. Utilizes notebook and/or other guides effectively. \_\_\_\_\_
2. Demonstrates sufficient mastery of content. \_\_\_\_\_
3. Makes effective use of a variety of available materials. \_\_\_\_\_
4. Makes clear, practical demonstrations. \_\_\_\_\_
5. Provides for student participation. \_\_\_\_\_
6. Uses logical, purposeful and thought-provoking questions. \_\_\_\_\_
7. Provides interesting and adequate reinforcement. \_\_\_\_\_
8. Varies procedures in working with pupils of varying abilities. \_\_\_\_\_
9. Provides motivation. \_\_\_\_\_

**B. Effective Planning**

1. Displays evidence of teacher preparation. \_\_\_\_\_
2. Directions to students are clearly thought out and well stated. \_\_\_\_\_
3. Materials for class are organized and available. \_\_\_\_\_
4. Provides enrichment and/or remediation where needed. \_\_\_\_\_
5. Is aware of adequate pacing. \_\_\_\_\_
6. Carefully plans student assignments. \_\_\_\_\_

**C. Student/Teacher Relationships**

1. Maintains student interest and attention. \_\_\_\_\_
2. Works constructively with individual or group. \_\_\_\_\_
3. Manages routine so as to avoid confusion. \_\_\_\_\_
4. Exhibits poise, voice control, and tact. \_\_\_\_\_
5. Graciously accepts less than “right” Response with slow students. \_\_\_\_\_
6. Uses positive statements to students. \_\_\_\_\_
7. Makes supportive statements to students. \_\_\_\_\_
8. Maintains a friendly and respectful teacher-student relationship. \_\_\_\_\_

**D. Classroom Environment**

1. Environment is generally neat and attractive. \_\_\_\_\_
2. Teacher is aware of proper heat, light, and ventilation. \_\_\_\_\_

**E. Commendable Features**

**F. Suggestions for Improvement**

**G. Instructor’s Comments**

### **Assessment #6 -Pedagogy:**

English Language, Literature, & Composition: Pedagogy Praxis II Exam

#### **Description**

The English Language, Literature, and Composition: Pedagogy test is designed for candidates who plan to teach English at the secondary school level. The test assesses how well examinees can perform two tasks that are required of a teacher of English: teaching literature and responding to student writing. The test requires candidates to respond to two questions.

The first question in the test presents a list of literary works commonly taught at the secondary level and asks candidates to: identify two literary features of the particular work that are central to teaching the work, identify two obstacles to understanding that students might experience when encountering the work., describe two instructional activities that they would use to help students understand the literary features and/or overcome obstacles to understanding.

The second question requires candidates to read an authentic piece of student writing and then assess the strengths and weaknesses of the writing, identify errors in the conventions of standard written English, and create a follow-up assignment that addresses the strengths or weaknesses of the student's writing (*Adapted From ETS*).

#### **Alignment with NCTE standards**

Assessment #6 aligns itself with Pedagogy for English Language Arts (Standard 4, Items 4.1—4.10) by requiring students to respond to questions in two areas: Teaching Literature & Responding to Student Writing. Coursework throughout the secondary English programs specifically address the following NCTE standards:

- 4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.
- 4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.
- 4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.
- 4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
- 4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.
- 4.6 Candidates engage students in critical analysis of different media and communications technologies.
- 4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.
- 4.8 Candidates engage students in making meaning of texts through personal response.
- 4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
- 4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

#### **Analysis of Data**

Assessment #6 shows that secondary English candidates have exceeded District of Columbia requirements over the past year.

Program	Number of Candidates	Average Overall Rating (142 = passing)	% Passing
Secondary Professional Minor	2	160	100
Alternative Certification	4	168.75	100
M.A.T.	n/a	n/a	n/a

**Interpretation of Evidence for Meeting Standards**

The 100% pass rate shows that secondary English candidates are sufficiently prepared to meet content expectations determined by the District of Columbia.

**Reprint of Assessment** (Not Applicable)

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

### **Content Knowledge**

The utilization of new NCTE aligned assessments precludes data analysis for improvement.

Data from new assessments will be analyzed in order to guide development of the program and future development of assessments and rubrics to be used within the English and/or Education departments.

A Program Review committee is being formed and will undertake the discussion of numerous new ideas, including the creation of a new Senior Exam specifically for program candidates that would measure mastery of skills in both Education and English content knowledge, and the creation of Senior Portfolio that would be completed in SEED-135, Student Teaching, in order to meet requirements of Assessment 5 and Assessment 6.

### **Professional and pedagogical knowledge, skill, and dispositions**

The Methods Instructor is working with Curriculum and Instruction Faculty to develop strategies for addressing candidates' ability to provide accommodations and adaptations for diverse learners in instructional planning. One underutilized resource is the Howard University Middle School for Mathematics and Science (MS<sup>2</sup>). Our goal is to set up a meeting with MS<sup>2</sup> faculty/administrators to discuss avenues for including teacher candidates in instructional planning workshops.

### **Student learning**

Student learning is reflected in the written candidate critiques. However, specific student work samples should be included as a component of future work samples. Including student samples as a component of candidate assessment would give clearer evidence as it relates to student achievement.

## SECTION VI—Revised Reports

### Changes:

The program is applying for certification of one program, the undergraduate degree in English with a Secondary Professional Minor in Education for review. The previous submission listed three programs.

### Resubmitting:

Assessment 2: In order to meet NCTE standards, this assessment now uses student grades in both English and Education classes to demonstrate content knowledge. Complete program requirements for Education and English, course descriptions for Education and English, and alignments with NCTE standards are provided.

Assessment 3: In order to meet NCTE standards, a new lesson plan format and evaluation rubric have been created that are aligned to NCTE standards.

Assessment 4: In order to meet NCTE standards, a new rubric for teaching internships has been created that is aligned to NCTE standards.

New assessments will be piloted in the 2008-2009 school year. Aggregated data will be presented for the new assessments when available.

**Table 1**

**Program of Study**

**Requirements for English Majors**

**Credits required: 36 hours**

**1. Core courses required:**

Sophomore Seminar I Engl 104 3 hrs.  
Sophomore Seminar II Engl 105 3 hrs.  
British Literary Foundations Engl 113 3 hrs.  
American Literary Foundations Engl 112 3 hrs.  
African-American Literary Foundations Engl 111 3 hrs.  
Linguistic Foundations Engl 110 3 hrs.

**2. Genre or Period course requirement:**

One (1) cross-cultural genre course  
Engl 140 3 hrs.  
Engl 141 3 hrs.  
Engl 142 3 hrs.

Or

One (1) Period course

Engl 210 3 hrs.  
Engl 211 3 hrs.  
Engl 212 3 hrs.  
Engl 225 3 hrs.  
Engl 230 3 hrs.  
Engl 231 3 hrs.  
Engl 232 3 hrs.  
Engl 241 3 hrs.  
Engl 242 3 hrs.  
Engl 243 3 hrs.  
Engl 244 3 hrs.  
Engl 245 3 hrs.

**Major Author Course Requirement**

[Choose one from the Single Author Series]

Engl 201 3 hrs. Engl 206 3 hrs.  
Engl 202 3 hrs. Engl 207 3 hrs.

Engl 203 3 hrs. Engl 208 3 hrs.  
Engl 204 3 hrs. Engl 209 3 hrs.  
Engl 205 3 hrs. Engl 226 3 hrs.

### **3. Electives Requirement**

[Choose 4 (four) courses above the 100-level.]

**TOTAL: 36 Hrs.**

## **Secondary Education Professional Minor Required Courses:**

SEED 001 Introduction to Teaching – Secondary: Offers practical and theoretical experiences in teaching in secondary urban and nonurban schools.

SEED 005 Educational Psychology - Childhood and Adolescents: Traces the development of the individual through adolescence, emphasizing significant characteristics of each period.

SEED 029 Educational Psychology – Learning: Studies motivation, the learner and types of learning, individual differences, growth and development principles, measurement, and evaluation; a school related term project is required.

SEED 150 Survey and Education of the Exceptional Child: Discusses current trends in special education and the educational psychological needs of handicapped students.

SEED 039 Social Foundation of Urban Education: Examination of American society, with reference to social, economic, and political influences on urban schools and youth.

SEED 160 Improvement of Reading in Secondary School: Focuses on the nature and organization of junior and senior high school reading programs, suggesting ways to increase basic reading competence.

SEED 110 Introduction to Educational Technology and Computers: Presents the techniques of selecting, locating, and utilizing educational materials and equipment, and computers for information presentations.

SEED 135 Student Teaching and Management Seminar Secondary School - Consists of observation, participation, and classroom teaching in a junior and/or senior high school.