

**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**    William Carey University                      **State**    Mississippi

**Date submitted**    September 15, 2007

**Names of Preparers**    Dr. Thomas Richardson, Chair, Department of Language and Literature;  
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**Program documented in this report:**

**Name of institution's program (s)**    Language and Literature (English)\_\_\_\_\_

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

**Degree or award level**    Bachelor of Arts (B.A.)\_\_\_\_\_

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

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

**Title of the state license for which candidates are prepared**  
**English Education**\_\_\_\_\_

**Program report status:**

**Initial Review**

**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**

## GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting NCTE standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission in this report will answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

### **Section I. Context** *(6-page maximum narrative, plus three attachments not to exceed 5 pages each )*

Provide general information on the program as specified by the directions for this section.

### **Section II. List of Assessments** *(completion of chart)*

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

### **Section III. Relationship of Assessments to Standards** *(completion of chart)*

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

### **Section IV. Evidence for Meeting Standards** *(attachments of the assessment, scoring guide/criteria, and data tables plus a 2-page maximum narrative for each of the 6-8 assessments)*

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section.

### **Section V. Use of Assessment Results to Improve Candidate and Program Performance** *(3-page maximum narrative)*

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

### **Section VI. For Revised Reports Only**

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>.

### ***Format and page limits for narrative sections and attachments:***

**Narrative:** Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

**Attachments:** Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

→ NCATE staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

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Program report information on the web: <http://www.ncate.org/institutions/process.asp?ch=10>.  
To download report forms: <http://www.ncate.org/institutions/programStandards.asp?ch=4>.

## **Specific Instructions for NCTE**

### **Who Should Submit Program Reports:**

Institutions which offer initial English language arts programs to prepare (1) middle school/junior high (2) senior high and/or (3) combined 6-12 teachers must respond to these guidelines. A separate program report must be submitted for each program to be reviewed.

### **NCTE National Recognition Decision Rules:**

#### **Additional Assessment Types (beyond the first 5 required types) required by NCTE:**

None

#### **Other specific information required by NCTE only:**

None

#### **Will NCTE accept grades as one of the assessments?**

Yes, however, if grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards

Other resources are available on the NCTE web site at:  
<http://www.ncte.org/prog/ncate/107902.htm>

## SECTION I—CONTEXT

### **Provide the following contextual information:**

1. Description of any state or institutional policies that may influence the application of NCTE standards.
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.
3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.
4. Description of the relationship<sup>1</sup> of the program to the unit's conceptual framework.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>2</sup>.

### **Attach the following contextual information:**

1. 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.)
2. Chart with the number of candidates and completers (Attachment A at end of form).
3. Chart on program faculty expertise and experience (Attachment B at end of form).

(response limited to 6 pages, not including attachments)

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<sup>1</sup> The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

<sup>2</sup> This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

# WILLIAM CAREY UNIVERSITY NCTE SPA REPORT (SEPTEMBER 2007)

## SECTION ONE: CONTEXT

In its identity, programs, goals, commitment to teacher education, and stated learning outcomes, the Department of Language and Literature affirms the mission of William Carey University – to provide liberal arts and professional education programs within a caring Christian academic community. In its programs in licensure, the Department endorses the mission of the School of Education – to develop caring, reflective decision makers in the schools of the 21<sup>st</sup> century. Thus the Department of Language and Literature provides a strong liberal arts curriculum as well as excellent instruction in content, pedagogy and pre-service experiences so that students are prepared to be effective teachers in a diverse and technological world.

Specifically, the aims of the English courses are to help the student learn to write with a high level of accuracy, effectiveness, and fluency; to give emphasis to research techniques, particularly for prospective graduate students in English; and to help the student to develop the ability to read critically and appreciatively the best of English, American and world literatures. The Methods Course in English (ENG 417) leads to licensure and offers studies in the theories, strategies, and materials of teaching English on the junior and senior high school levels.

The aims of the foreign language courses in the Department are to develop foreign language skills which enable the student to engage in oral and written communication with other peoples of the world and provide an auxiliary skill in professions; to develop in students a linguistic sense sufficient for students to be able to compare a native tongue with other languages; to give the student through readings in foreign language a background of culture of the nations using this language; to enable the student to read scientific, literary and other texts in a foreign language. The Methods Course in Spanish is a course in which students explore studies in the theories, techniques, and materials of teaching Spanish.

### **1. Description of any state or institutional policies that may influence the application of NCTE/NCATE Program Standards.**

The program in English licensure at William Carey is set in the Department of Language and Literature, a department in the School of Arts, Humanities and Sciences, and is closely connected to the School of Education through shared curriculum, advisement protocol, and learning outcomes. Teacher education is considered to be an institution-wide function at William Carey and is overseen by a teacher education committee which broadly represents departments invested in teacher preparation.

A program offering initial licensure, the program in language and literature serves undergraduate majors in English desiring teacher certification. The English major seeking licensure must fulfill the Bachelor of Arts (B.A.) degree requirements, including 42 hours in English, and candidates must complete all professional requirements mandated by the State of Mississippi certification standards, complete a minor in education, and be advised by both the Department of Language and Literature and the School of Education. Since Mississippi is a Praxis state, candidates must meet passing scores on the Praxis I (or an ACT equivalent) and passing scores on the Praxis II, among other measures defined by both the Department and the School of Education. Those other measures of assessment are defined later in this report and include a portfolio with rubric (ENG 417, Methods), an area concentration achievement test (ENG 498, Senior Seminar), a student teacher assessment instrument (EDU 484, Student Teaching), an employer survey, a departmentally developed essay exam (ENG 498), and a senior seminar portfolio (ENG 498). Further, William Carey requires that students desiring licensure must have a 2.5 or better on the teacher education liberal arts core and achieve a grade of C or better in English 101 and 102. All students at William Carey must pass an examination in writing proficiency and either a computer proficiency exam or a required course in computer proficiency. In addition, all students at Carey must include an approved course designated as writing intensive in their program of study.

**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 teacher candidacy or internships.**

Required field experiences in the English licensure program at Carey begin formally with the pre-teaching field experience in EDU 300.1, a 21 hour field experience in a local school taken concurrently with EDU 300, Introduction and Foundations of Education. Transfer students must take this course as well if field experiences were not required in an introduction to education class. The English methods class (ENG 417, Methods of Teaching English) is also required and includes a practicum experience that includes work with a mentor/teacher in a 7-12 English classroom including classroom observation (10 hours) and the teaching of at least one classroom lesson. In addition, the methods course instructor observes the student in a variety of mock classroom activities, including mock-teaching and collaborative work. During the methods course, the student engages in regular discussion with the course instructor and with peers about best classroom practice and management. The required senior seminar in English (ENG 498) also includes a portfolio unit requiring information on career choice and development, including formal interviews with three practicing teachers of English regarding classroom work and job satisfaction. Finally, the teacher candidate is required to take EDU 484, Directed Teaching in the Secondary School, where the student is assigned to an approved supervising teacher in a local school for 65 school days. Attendance at scheduled seminars on campus is also required.

**3. Description of the criteria for admission, retention and exit from the program, including required GPA's and minimum grade requirements for the content courses accepted by the program.**

Freshmen entering the university submit completed applications for admission, including official high school or home school transcripts and score reports on the ACT or SAT. The admissions committee uses the "whole student" concept in selecting applicants, focusing on grades (a minimum 2.0 GPA), college preparatory subjects, and test scores (minimum score of 20 on the ACT). Transfer students from community colleges or other accredited colleges must file an application including transcripts with Admissions and have a minimum GPA of 2.0 on all college work previously attempted and be in academic good standing with the last college attended. Entering students in English, both freshmen and transfers, are assigned an advisor in the Department of Language and Literature, and an on-going advisement file is kept on each student. Students are required to meet with their advisors each trimester to set class schedules and plan an appropriate program of study. The administrative assistant in the department assists students and advisors by tracking transcripts, programs of study, degree requirements, and schedule choices through CAMS, Carey's comprehensive academic management system. Advisors use prescribed degree checklist sheets to track student progress and to help students understand advisement procedures. Students at Carey receive considerable personal attention, both from the academic department and the registrar's office, thus aiding in student retention and satisfaction. The degree checklist for licensure includes core requirements, major distribution requirements, and requirements in education. Admission into teacher education is selective, and students must be formally admitted before they will be permitted to take more than six hours of 300 level education courses. They must achieve and maintain an overall GPA of 2.5 or better on the teacher education liberal arts core, pass PRAXIS I (or ACT equivalent), and have a grade of C or better in ENG 101 and 102. In retention procedures, the education faculty reviews the status of students admitted to the professional program in teacher education if grades or requests warrant, when application is made for student teaching, if satisfactory progress is not made, and at the final review of the program for graduation and licensure. To qualify for student teaching, students must be a senior (90 semester hours), be admitted to teacher education for at least one trimester, pass the required English Proficiency Examination, have an overall GPA of 2.5 or better, have a grade of C or better in all courses in the major teaching area, make appropriate application by the deadlines, have approval of the chair of education and director of student teaching, achieve the required scores on the PRAXIS II, and have a statement from the advisor in Language and Literature certifying student competency. In addition, students must have completed all specialty and professional courses with a minimum grade of C or better in each course. Professional education courses must include EDU 300, EDU 300.1, EDU 436, EDU 450, EDU 372, ENG 417, EDU

484, PSY 203 and PSY 204. These courses constitute a minor in secondary education. Students are responsible for making the proper application to the Mississippi Department of Education for requesting licensure.

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

Through its courses for licensure, the Department of Language and Literature seeks to develop caring, reflective decision makers for the schools of the 21<sup>st</sup> century. In that context, the department offers a strong liberal arts curriculum as well as excellent instruction in content, pedagogy and pre-service experiences so that students are prepared to be effective teachers in a diverse and technological world. The curriculum is broadly based, and the distribution of upper-level courses range from requirements in language, pedagogy, grammar and composition through literary history and theory, ancient to post-modern. The data collected from assessments one (Praxis II), two (national standardized exam), and six (essay exam on composition, language and literature) provide information on content assessment. The department also strives to empower prospective teachers to practice what they have learned through classroom experiences and field experiences. Measures of assessment three, four, five and seven are defined in ENG 417 (portfolio with rubric), student teaching (observation analysis), end of first year of teaching (employer survey), and the senior seminar (portfolio with rubric), and they record our efforts to give our prospective teachers a range of practical, caring and reflective experiences both in the classroom and beyond so that they indeed become the decision makers who will shape the future of our schools. In all these measures, we share the concepts defined by the School of Education in its established conceptual framework, including its indicators and design. With the School of Education as well as the School of Arts, Humanities and Sciences, we affirm through our programs and measures an emphasis on content excellence in the liberal arts, on specialty area preparation, on pre-service experience, and on leadership and decision-making.

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

As noted in the above response to question 4, the Department of Language and Literature has defined several significant assessments that relate to the School of Education's assessment system as it is consistent with the various NCATE and NCTE standards. Again, the data collected from assessments one (Praxis II), two (national standardized exam) and six (essay exam on composition, language and literature) provide information on content assessment. Assessment two, the national standardized exam, is based on a broad review of language/linguistics and an overview of a broadly based canon primarily in British and American literatures. Assessment six, the departmental essay exam, offers optional essays on courses in the Carey language and literature curriculum as well as essays applying literary theory to selected texts. Assessments three, four, five and seven work to measure applied pedagogical skills and methods. As noted, these measures defined in ENG 417 (portfolio with rubric), student teaching (observation analysis), end of first year of teaching (employer survey), and the senior seminar portfolio with rubric seek to provide assessment of our efforts to give our candidates for licensure a range of practical, caring and reflective experiences both in the classroom and beyond so that they indeed become the decision makers who will shape the future of our schools.

## Section I: Attachment of Program of Study and Degree Plan

# School of Arts, Humanities, and Sciences

## *Department of Language and Literature*

Professor Richardson; Associate Professors Chestnut, Jordan; Adjunct Associate Professors McDaniel, Swetman; Assistant Professors Easterling, Davis, Maqueda; Instructors Brookter, Williams; Adjunct Instructors Pahlman, Weathers, Winstead

The aims of the English courses are to help the student learn to write with a high level of accuracy, effectiveness, and fluency; to give emphasis to research techniques, particularly for prospective graduate students in English; and to help the student to develop the ability to read critically and appreciatively the best of English, American, and continental literature.

The aims of the foreign language courses are to develop foreign language skills, which enable the student to engage in oral and written communication with other peoples of the world and provide an auxiliary skill in professions; to develop in students a linguistic sense sufficient for students to be able to compare a native tongue with other languages; to give the student through readings in foreign language a background of culture of the nations using this language; to enable the student to read scientific, literary, and other texts in a foreign language.

### *Requirements*

English Major and English Major with Teacher Licensure: The English major must fulfill the Bachelor of Arts (B.A.) degree requirements, including 42 hours in English. In addition to ENG 101-102, 211-212, the major includes the following requirements: (1) two courses from ENG 300, 306, 310, 316, and 403; (2) ENG 303; (3) ENG 304; (4) one course from ENG 324, 325, 365; (5) ENG 411; (6) one course from ENG 472 and 475; (7) one course from ENG 330, 404, 406, and 435; (8) one course from 440, 450, and 460; and (9) ENG 498. All English majors must pass ENG 000, English Proficiency Exam, prior to being accepted by the department as an English major. In addition, all English majors must take an English exit exam before graduation.

The English major not seeking teacher licensure must have a minor area of study comprising 18-21 hours selected in consultation with one's advisor.

The English major desiring teacher licensure must (1) complete all professional requirements mandated by the State of Mississippi certification standards, (2) complete a minor in education, and (3) be advised by the department of language and literature and by the department of education.

English Minor: Twenty-one semester hours in English, including ENG 101-102, 211-212, and nine hours of upper-level English courses.

Spanish Minor: Eighteen semester hours, including SPA 201-202 or their equivalents and at least six hours of upper-level Spanish courses. Only six hours from SPA 101, SPA 102, and SPA 106 can count toward a Spanish minor.

### *Core Curriculum Requirements (English)*

Core Curriculum: General requirements for all degrees are met by taking ENG 101, 102, 000, and at least three hours (some degrees may require six hours) of a sophomore literature course with an ENG prefix. First-trimester freshmen and first-trimester transfer students must take English composition sequentially.

Students who take a junior-level English course (300 level) must have completed nine hours in English prior to taking a junior-level English course; likewise, students who take a senior-level English course (400 level) must have completed twelve hours in English prior to taking a senior-level English course.

## *Course Descriptions for English (ENG)*

**000. English Proficiency Examination:** (0 hours) A two-hour essay exam that evaluates the student's ability to communicate effectively in written form. This test is required for each student who earns a degree at William Carey University. All students planning to major in English must pass this test prior to being accepted by the department as an English major. Prerequisite: ENG 101 and ENG 102.

**100. Skills in English:** (3 hours) A course in basic English grammar, mechanics and usage, including practice in essay writing. Placement determined by results of English diagnostic examination. May not be substituted for English 101 or 102 nor used for core curriculum requirements. Grade: Pass/Fail.

**101. Composition:** (3 hours) A study of rhetorical principles and practices. Assigned reading and essays are required.

**101.8. Composition Honors:** (3 hours) Critical readings of nonfiction texts with attention to rhetorical conventions aids students in development of written texts for a variety of audiences and purposes. Students apply appropriate conventions in composing personal, analytical, and persuasive texts. Students who enroll in this class must either be participants in the honors program or have the approval of the instructor.

**102. Research and Composition:** (3 hours) A course combining research techniques with intensive practice in composition skills. Prerequisite: ENG 101 or 101.8.

**102.8 Research and Composition Honors:** (3 hours) Students apply appropriate strategies in conducting and reporting research, developing logical arguments, and analyzing a variety of literary genres. Students who enroll in this class must either be participants in the honors program or have the approval of the instructor.

Prerequisite: ENG 101 or 101.8.

**103. Essentials of Grammar and Writing Laboratory:** (1 hour) A laboratory style course designed to be taken by students who fail the English proficiency test in order to meet the English proficiency requirement. This course is an alternative to ENG 105 and should not be taken concurrently with ENG 105. Grade: Pass/Fail/Repeat.

**105. Essentials of Grammar and Writing:** (3 hours) A course designed to be taken by students in subsequent trimesters after failing the English Proficiency Examination (ENG 000) in order to meet the English proficiency requirement. Grade: Pass/Fail.

**211. World Literature I:** (3 hours) A survey of the major works of literature beginning with the Greek classics and ending with the late Renaissance. Prerequisite: ENG 101 or 101.8 and ENG 102 or 102.8.

**211.8. World Literature I Honors:** (3 hours) A survey of the major works of literature beginning with Ancient World and ending with the Renaissance. Students who enroll in this class must either be participants in the honors programs or have the approval of the instructor. Prerequisite: ENG 101 or 101.8 and ENG 102 or 102.8.

**212. World Literature II:** (3 hours) A survey of major works of literature beginning with the Age of Enlightenment and ending with the Modern Age. Prerequisite: ENG 101 or 101.8 and ENG 102 or 102.8.

**212.8. World Literature II Honors:** (3 hours) A survey of the major works of literature beginning with Age of Enlightenment and ending with the Modern Age. Students who enroll in this class must either be participants in the honors program or have the approval of the instructor. Prerequisite: ENG 101 or 101.8 and ENG 102 or 102.8.

**300. Creative Writing:** (3 hours) A study of artistic techniques in selected masterpieces of short fiction, drama, poetry and essay. Students submit original works following the review of each literary genre. Prerequisites: ENG 211 and ENG 212.

**303. American Literature I:** (3 hours) A study of literature from the Colonial, Early National, and Romantic periods. Prerequisites: ENG 211 and ENG 212.

**304. American Literature II:** (3 hours) A study of literature from the Realist through the Post-Modernist periods. Prerequisites: ENG 211 and ENG 212.

**306. Expository Writing:** (3 hours) Rhetorical principles and practice in writing prose such as description, literary analysis, familiar essay, narration, etc. Prerequisites: ENG 211 and ENG 212.

**310. Pedagogical Grammar:** (3 hours) A thorough review of descriptive grammar and prescriptive grammar with an emphasis on how this knowledge can be used in teaching writing, in academic and personal writing, and in editing manuscripts. Satisfies writing intensive course requirement. Prerequisites: ENG 211 and ENG 212.

- 316. History of the English Language:** (3 hours) A study of the history and development of the English language from its Indo-European ancestry to the twentieth century. Prerequisites: ENG 211 and ENG 212.
- 324. The Novel:** (3 hours) A study of representative European and / or American novels selected from literary, historic, or thematic types with an emphasis on various critical approaches. Prerequisites: ENG 211 and ENG 212.
- 325 African American Literature:** (3 hours) A study of three centuries of representative writings by African Americans, from narratives on the Middle Passage to polemics on contemporary issues. Participants will engage in close readings and rhetorical analyses of various genres from the 1700s to the present. Prerequisites: ENG 211 and ENG 212.
- 330. Mythology:** (3 hours) A survey of myth, saga, folklore from ancient times to the present. Prerequisites: ENG 211 and ENG 212.
- 365. Development of the Short Story:** (3 hours) A study of selected short fiction as representative of the development of the genre. Prerequisites: ENG 211 and ENG 212.
- 403. Linguistics and Advance Grammar:** (3 hours) A study of historical, geographical, and structural linguistics, and a study of grammar, emphasizing analysis of syntax, and incorporating insights from structural, transformational, and other modern schools. Prerequisites: ENG 211 and ENG 212.
- 404. Survey of Drama:** (3 hours) Critical and historical study of major plays from the classical Greek period through the 18<sup>th</sup> century. Prerequisites: ENG 211 and ENG 212.
- 406. The Pre-Renaissance Age:** (3 hours) The literature of the Middle Ages through the early English lyricists. Prerequisites: ENG 211 and ENG 212.
- 411. The Age of Elizabethan and Jacobean Drama:** (3 hours) A survey of representative plays. Prerequisites: ENG 211 and ENG 212.
- 417. Methods of Teaching English:** (3 hours) Studies in the theories, strategies, and materials of teaching English on the junior and senior high school levels. Satisfies writing intensive course requirement. Prerequisites: ENG 211 and ENG 212.
- 435. The Renaissance Age:** (3 hours) A critical study of nonepic and nondramatic works of Milton and other 17<sup>th</sup> century writers. Prerequisites: ENG 211 and ENG 212.
- 440. The Age of Enlightenment:** (3 hours) A study of British prose and poetry of the early 18<sup>th</sup> century. Prerequisites: ENG 211 and ENG 212.
- 450. The Romantic Age:** (3 hours) A study in the British prose and poetry of the early 19<sup>th</sup> century. Prerequisites: ENG 211 and ENG 212.
- 460. The Victorian Age:** (3 hours) A study in the British prose and poetry of the middle and late 19<sup>th</sup> century. Prerequisites: ENG 211 and ENG 212.
- 472. Contemporary Literature:** (3 hours) Poetry, fiction, and selected drama of the Western world from the late 19<sup>th</sup> century to the present. Prerequisites: ENG 211 and ENG 212.
- 475. Modern and Contemporary Drama:** (3 hours) A study of Western dramatic literature from Ibsen to contemporary dramatists. Prerequisites: ENG 211 and ENG 212.
- 498. Senior Seminar:** (3 hours) A capstone course required for the English major. A synthesis of selected American, English, and world literature that involves both study and practice of criticism, analysis, and research. Satisfies writing intensive course requirement. Prerequisites: ENG 211 and ENG 212.

### *Course Descriptions for Spanish (SPA)*

- 101-102. Elementary Spanish I-II:** (3 hours each) A course of study designed for students who have no or very limited prior knowledge of Spanish. Students who have had at least one year of high school Spanish should consider taking SPA 106. Students who have had at least two years of high school Spanish should consider taking SPA 201.
- 106. High Beginner Spanish:** (3 hours) An intensive review course designed for students who have had at least one year of high-school Spanish. Students completing this class would go into Intermediate Spanish. This class is designed to replace, not to be taken in addition to SPA 101 and 102.

**201-202. Intermediate Spanish I-II:** (3 hours each) A course of study which examines the Spanish language and culture, with a particular emphasis on communicative skills. Prerequisite: SPA 102 or the equivalent. Students who have had at least two years of high school Spanish should consider taking SPA 201.

**303. Reading Spanish Literature:** (3 hours) A survey of Spanish literature with emphasis on reading comprehension. Prerequisite: SPA 202 or the equivalent.

**305. Advanced Grammar and Composition:** (3 hours) An intensive review of grammar and composition. Prerequisite: SPA 202 or the equivalent.

**307. Conversational Spanish:** (3 hours) Extensive practice in oral Spanish including drill in vocabulary, idiom, and basic linguistic structure. Prerequisite: SPA 201 and permission of the instructor.

**309. Occupational Spanish:** (3 hours) A course for students who desire to research, learn, and practice specialized vocabularies needed to communicate in Spanish in the work place. No prerequisites required.

**311-312. Survey of Spanish Literature I-II:** (3 hours each) Representative masterpieces. Prerequisite: SPA 202.

**313. Spanish and Latin American Cinema:** (3 hours) A course where students view and analyze the best in Spanish and Latin American films. Prerequisite: SPA 202 or the equivalent.

**350. Life and Culture of Latin America:** (3 hours) A study of all aspects of Latin American life. Prerequisite: SPA 202 or the equivalent.

**360. Life and Culture in Spain:** (3 hours) A study of all aspects of life in Spain. Prerequisite: 202 or the equivalent.

**417. Methods of Teaching Spanish:** (3 hours) A course in which students explore studies in the theories, techniques, and materials of teaching Spanish. Prerequisite: SPA 201 or the equivalent.

**480. Spanish Practicum in the United States:** (3 hours) A supervised learning experience in working with Spanish-speaking individuals or groups in a church and / or school setting. Prerequisite: SPA 202 or the equivalent. Special permission from the instructor is required to register.

**482. Spanish Practicum Abroad:** (3 hours) A supervised learning experience in working with Spanish-speaking individuals or groups in mission work within a Spanish-speaking country. Prerequisite: SPA 202 or the equivalent. Special permission from the instructor is required to register.

### *Course Descriptions for French (FRE)*

**101. Elementary French I:** (3 hours) An introduction to the vocabulary, grammar, and sentence structure of the French language. The course emphasizes both verbal and written communication.

**102. Elementary French II:** (3 hours) A continuation of Elementary French I. Prerequisite: FRE 101.

### *Course Descriptions for German (GMN)*

**101. Elementary German I :** (3 hours) An introduction to the vocabulary, grammar, and sentence structure of the German language. The course emphasizes both verbal and written communication.

**102. Elementary German II:** (3 hours) A continuation of Elementary German I. Prerequisite: GMN 101 or equivalent.

### *Course Descriptions for Education (EDU)*

**300. Introduction and Foundations of Education:** (3 hours) An overview of the teaching profession with emphasis on functions of the school, school policies, school law, and the effects of court decisions on educational practice. Satisfies the writing intensive course requirement.

**300.1 Pre-Teaching Field Experience:** (0-1 hour) A 21-hour field experience in a local school taken concurrently with EDU300. Transfer students must take this course for one-hour credit if field experiences were not required. (Pass/Fail grade).

**372. Survey of the Exceptional Child:** (3 hours) A study of individuals with exceptionalities from the gifted to the profoundly disabled. Includes a multicultural component which explores the diverse ethnic, cultural, and linguistic backgrounds of students and techniques for providing an effective relevant education. This class may be online enhanced.

**436. Classroom Management:** (3 hours) This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan. Prerequisite: Admission to Teacher Education.

**450. Tests, Measurements, and Evaluation:** (3 hours) The study of the measurement and evaluation of student learning with both criterion and norm- referenced procedures. Prerequisite: Admission to Teacher Education.

**484. Directed Teaching in the Secondary School:** (12 hours) The student is assigned to an approved supervising teacher in a local school for 65 school days. Attendance at scheduled seminars on the STAI or INTASC is required.

# William Carey University Degree Checklist

## English Major

### (128 Hours)

Name: \_\_\_\_\_ SS Number \_\_\_\_\_

Home Mailing Address: \_\_\_\_\_ Phone Number \_\_\_\_\_

School Mailing Address: \_\_\_\_\_ Phone Number \_\_\_\_\_

EPE: P/F

#### Bachelor of Arts Core (60 hrs.)

_____ Rel. 101 (3) _____ Rel. 102 (3) _____ Eng.101 (3) _____ Eng.102 (3) _____ Eng.211 (3) _____ Eng 212 (3) _____ His. 101 (3) _____ His. 102 (3) _____ His/Eng/Phi (3) _____ Com.101/230 (3)	_____ Fine Arts (Art 200 Mum101/The 135) (3) _____ Phys. Ed. Act. (1) _____ Phy. Ed. Act. (1) _____ Psy. 201 (3) _____ Soc.101,111,Psc.201 (3) _____ Mat. 131 (3) _____ Sci. w/Lab __ (4) _____ F.Language (int) (3) _____ F.Language (int) (3)	COURSES FROM ONE AREA; (6) (computer, fine arts, foreign language, natural sciences) _____/_____ (3) _____/_____ (3)
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------

#### English Specialty Courses (30 hrs.)

_____ 300/306/310/403 (3)	_____ 324/325/365 (3)	_____ 330/404/406/435 (3)
_____ 300/306/310/403 (3)	_____ 411 (3)	_____ 440/450/460 (3)
_____ 303 (3)	_____ 472/475 (3)	_____ 498 (3)
_____ 304 (3)		

#### English Major, Teacher Licensure Additional General Education (9 hrs.)

\_\_\_\_\_ Bus 102 (3)    \_\_\_\_\_ Psy 203 (3)    \_\_\_\_\_ Psy 204 (3)

#### Professional Courses (27 hrs.)

_____ Eng 417 (3)	_____ Edu 372 (3)
_____ Edu 300/300-1 (3)	_____ Edu 436 (3)
_____ Edu 450 (3)	_____ Edu 484 (12)

**Elective**  
\_\_\_\_\_ (3)

#### Educational Test Scores

Praxis I: \_\_\_\_\_ Reading (170)    \_\_\_\_\_ Writing (172)  
           \_\_\_\_\_ Mathematics (169)

Praxis II: \_\_\_\_\_ PLT            Area Specialty: \_\_\_\_\_

#### English Major, without Teacher Licensure Minor (18 to 21 hrs.)

\_\_\_\_\_ (3)    \_\_\_\_\_ (3)    \_\_\_\_\_ (3)  
 \_\_\_\_\_ (3)    \_\_\_\_\_ (3)    \_\_\_\_\_ (3)  
                   \_\_\_\_\_ (3)

#### Electives (17 to 20 hrs.)

\_\_\_\_\_ (3)    \_\_\_\_\_ (3)    \_\_\_\_\_ (3)  
 \_\_\_\_\_ (3)    \_\_\_\_\_ (3)    \_\_\_\_\_ (3)  
                   \_\_\_\_\_ (3)

## UNDERGRADUATE ENGLISH ROTATION SCHEDULE 2007-2009

<b>Even Fall 2008</b>	<b>Even Winter 2008</b>	<b>Odd Spring 2009</b>	<b>Odd Summer 2009</b>
ENG 300 <i>Creative Writing</i>	ENG 304 <i>Am Lit II</i>	ENG 303 <i>Am Lit I</i>	2 Courses from 300, 304, 308, 330, 365, 411, 472, 475
ENG 330 <i>Mythology</i>	ENG 403 <i>Adv Grammar</i>	ENG 325 <i>African-Am. Lit</i>	
ENG 435 <i>The Renaiss Age</i>	ENG 411 <i>Eliz/Jac Drama</i>	ENG 472 <i>Contemp Lit</i>	
ENG 440 <i>Enlightenment</i>	ENG 450 <i>Romantic Age</i>	ENG 498 <i>Senior Seminar</i>	
	ENG 417 <i>Methods</i>		
<b>Odd Fall 2007</b>	<b>Odd Winter 2007</b>	<b>Even Spring 2008</b>	<b>Even Summer 2008</b>
ENG 300 <i>Creative Writing</i>	ENG 303 <i>Am Lit I</i>	ENG 304 <i>Am Lit II</i>	ENG 303 <i>Am Lit I</i>
ENG 324 <i>The Novel</i>	ENG 310 <i>Ped Grammar</i>	ENG 306 <i>Expos Writ</i>	ENG 404 <i>Drama</i>
ENG 406 <i>Pre-Renaissance</i>	ENG 325 <i>African-Am Lit</i>	ENG 475 <i>Mod/Cont Drama</i>	2 Courses from 300, 303, 324, 325, 404, 472, 475
ENG 460 <i>Victorian Age</i>	ENG 411 <i>Eliz/Jac Drama</i>	ENG 498 <i>Senior Seminar</i>	
	ENG 417 <i>Methods</i>		

## UNDERGRADUATE ENGLISH ROTATION SCHEDULE 2007-2009

300	<i>Creative Writing</i>	Every Fall
303	<i>Am Lit I</i>	Odd Winter, Odd Spring, Even Summer
304	<i>Am Lit II</i>	Even Spring, Even Winter, Odd Summer
306	<i>Expository Writing</i>	Even Spring
310	<i>Pedagogical Grammar</i>	Odd Winter
316	<i>Hist of the ENG Lang</i>	Not offered, 2005-2007, 2007-2009
324	<i>The Novel</i>	Odd Fall
325	<i>African-American Lit</i>	Odd Winter, Odd Spring
330	<i>Mythology</i>	Even Fall
365	<i>Short Story</i>	Odd Summer
403	<i>Adv Grammar</i>	Even Winter
404	<i>Drama</i>	Even Summer
406	<i>Pre-Renaissance</i>	Odd Fall
411	<i>Eliz and Jacobean Drama</i>	Every Winter
417	<i>Methods</i>	Every Winter
435	<i>The Renaissance</i>	Even Fall
440	<i>Enlightenment</i>	Even Fall
450	<i>Romantic Age</i>	Even Winter
460	<i>Victorian Age</i>	Odd Fall
472	<i>Contemporary Lit</i>	Odd Spring
475	<i>Mod/Contemp Drama</i>	Even Spring
498	<i>Senior Seminar</i>	Every Spring

**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>3</sup></b>	<b>Type or Form of Assessment<sup>4</sup></b>	<b>When the Assessment Is Administered<sup>5</sup></b>
1	<b>[Licensure assessment, or other content-based assessment] Praxis II Subject Area Examination Secondary English Education 0041</b>	State Licensure Exam Test	Quarterly
2	<b>[Assessment of content knowledge in English] Area Concentration Achievement Test</b>	National Standardized Exam	Senior English majors take the exam during ENG 498, Senior Seminar, a capstone course.
3	<b>[Assessment of candidate ability to plan instruction] Methods of Teaching English Portfolio</b>	Portfolio with Rubric	Yearly (winter trimester) during ENG 417, Methods of Teaching English
4	<b>[Assessment of student teaching] Student Teacher Assessment Instrument -Overall Rating- Supervising Teacher and Supervising Professor</b>	Observation Analysis	Student Teaching
5	<b>[Assessment of candidate effect on student learning] Mississippi Teacher Education Performance Report</b>	Employer Survey	End of first year of teaching

<sup>3</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>4</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>5</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).

Name of Assessment <sup>3</sup>	Type or Form of Assessment <sup>4</sup>	When the Assessment Is Administered <sup>5</sup>
6 [Additional assessment that addresses NCTE standards (required)] Essay Exam on Composition, Language, and Literature	Departmentally Developed Essay Exam	Senior English majors take the exam during ENG 498, Senior Seminar, a capstone course.
7 [Additional assessment that addresses NCTE standards (optional)] Senior Seminar Portfolio	Portfolio with Rubric	Senior English majors complete the Senior Seminar Portfolio during ENG 498, Senior Seminar, a capstone course.
8 Additional assessment that addresses NCTE standards (optional) ]		

**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.

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<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.	
2.1 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>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	<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
2.3 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 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
2.4 Candidate use practices designed to assist students in developing habits of critical thinking and judgment.	<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
2.5 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
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 checked="" type="checkbox"/> #3 <input 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 checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" 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 checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
3.3 Candidates demonstrate their knowledge of reading processes.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.4 Candidates demonstrate knowledge of different composing processes.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	X#1 X#2 X#3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#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 type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 <input 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.	X#1 X#2 X#3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X#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.	
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
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.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X#3 X#4 X#5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<b>NCTE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<p><b>4.6 Candidates</b> 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 type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<p><b>4.7 Candidates</b> 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 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 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 checked="" type="checkbox"/>#3   <input checked="" type="checkbox"/>#4  <input checked="" type="checkbox"/>#5   <input type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>
<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 type="checkbox"/>#6   <input type="checkbox"/>#7   <input type="checkbox"/>#8</p>

**SECTION IV—EVIDENCE FOR MEETING STANDARDS**

**#1 (Required)-CONTENT KNOWLEDGE:**

**Praxis II Subject Area Examination – Secondary English Education 0041**

NCTE standards addressed in this entry are 3.1-3.7

1. Description of the assessment

The English Language, Literature, and Composition: Content Knowledge test is designed to assess whether an examinee has 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.

2. Alignment of the assessment with the specific NCTE standards

Praxis II Subject Area Examination – Secondary English Education 0041 assesses NCTE Standards 3.1-3.7. Praxis test questions in reading and understanding text, language and linguistics, and composition and rhetoric assess students’ knowledge regarding language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3. Summary of data findings

**Praxis II Subject Area Examination  
Secondary English Education 0041**

Data Table

Praxis Licensure Exams	Passed 1 <sup>st</sup> Time	Failed 1 <sup>st</sup> Time	Failed 2 <sup>nd</sup> Time	Total
Secondary English Education 0041 Testing Cycle 5/06-6/06	2	4	0	6
Secondary English Education 0041 Testing Cycle 3/06 – 4/06	2	6	0	8
Secondary English Education 0041 Testing Cycle 2/06	7	4	2	13
Secondary English Education 0041 Testing Cycle 11/05 – 1/06	0	0	0	0
Totals	11(41%)	14 (52%)	2 (7%)	27

4. Analysis of data

Preparation for the Praxis II Subject Area Examination takes place in the Department of Language and Literature content courses and in ENG 417, Methods of Teaching English. The 52% first time failure rate reflects the fact that many of the students taking the

Praxis Secondary English Education 0041 are alternate route students who are not required to take ENG 417. Also, some of the students taking the Praxis Secondary English Education 0041 are students pursuing a Bachelor of General Studies degree which requires 18 hours in two concentrations. This means that that a BGS student will have the four courses in English required in the core plus **two** 300 or 400 level English courses. Therefore, students who have 18 hours or less in English content course and who generally have not taken ENG 417 are taking the Praxis for alternate route certification.

**#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in the English language arts.**

**Area Concentration Achievement Test**

NCTE Standards addressed in this assessment are Standards 3.1 and 3.5.

Institutional Effectiveness Objective: The English academic curriculum will enable students to achieve excellence through providing in-depth knowledge of literature and language.

Institutional Effectiveness Criteria and Procedure: As documented by The Area Concentration Achievement Test, graduating English majors will score a minimum of 500 in all areas.

1. Description of the assessment

The Area Concentration Achievement Test in English is a curriculum driven post-secondary outcomes assessment covering American and British literature and Linguistics.

2. Alignment of the assessment with the specific NCTE standards

The Area Concentration Test assesses NCTE Standards 3.1 and 3.5 through questions on literature and linguistics.

3. Summary of data findings

**2005 Area Concentration Test Results**

Out of 12 senior English majors, only two made an overall score over 500. However, in individual areas, there were more 500 scores.

American Literature to 1865	4 out of 12 with a score of 500 or more
American Literature from 1865 to present	5 out of 12 with a score of 500 or more
British Medieval Literature	6 out of 12 with a score of 500 or more
British Renaissance Literature	5 out of 12 with a score of 500 or more
British Romantic Literature	3 out of 12 with a score of 500 or more
British Victorian Literature	5 out of 12 with a score of 500 or more
Shakespeare	4 out of 12 with a score of 500 or more
Linguistics	1 out of 12 with a score of 500 or more
Restoration/18 <sup>th</sup> Century Literature	8 out of 12 with a score of 500 or more

### 2006 Area Concentration Test Results

Out of 11 senior English majors, four made an overall score over 500. However, in individual areas, there were more 500 scores.

American Literature to 1865	4 out of 11 with a score of 500 or more
American Literature from 1865 to present	5 out of 11 with a score of 500 or more
British Medieval Literature	6 out of 11 with a score of 500 or more
British Renaissance Literature	7 out of 11 with a score of 500 or more
British Romantic Literature	3 out of 11 with a score of 500 or more
British Victorian Literature	7 out of 11 with a score of 500 or more
Shakespeare	4 out of 11 with a score of 500 or more
Linguistics	2 out of 11 with a score of 500 or more
Restoration/18 <sup>th</sup> Century Literature	6 out of 11 with a score of 500 or more

### 2007 Area Concentration Test Results

Out of 15 senior English majors, five made an overall score over 500. However, in individual areas, there were more 500 scores.

American Literature to 1865	5 out of 15 with a score of 500 or more
American Literature from 1865 to present	5 out of 15 with a score of 500 or more
British Medieval Literature	4 out of 15 with a score of 500 or more
British Renaissance Literature	6 out of 15 with a score of 500 or more
British Romantic Literature	5 out of 15 with a score of 500 or more
British Victorian Literature	5 out of 15 with a score of 500 or more
Shakespeare	8 out of 15 with a score of 500 or more
Linguistics	5 out of 15 with a score of 500 or more
Restoration/18 <sup>th</sup> Century Literature	6 out of 15 with a score of 500 or more

#### 4. Analysis of Data

The data from the Area Concentration Achievement test were disappointing with 16% in 2005 meeting our acceptable score of 500: 28% in 2006; and 33% in 2007. One reason for the low scores could be that not all students take classes in all nine areas. For example, English majors must take three hours from British Restoration/18<sup>th</sup> Century, Romantic, or Victorian Literature, yet the ACAT tests all three.

**#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.**

#### **Methods of Teaching English Portfolio**

NCTE standards addressed in this entry are Standards 2, 3, and 4.

1. Description of the assessment

The Methods of Teaching English Portfolio consists of reflective writings; a classroom observation narrative; a five day lesson plan; a personal teaching narrative from the teaching of one class from the five day lesson plan; and a teaching literature, language, and writing philosophy. (See Addendum 1 for details on Domains 1, 2, and 3 mentioned in the evaluative criteria. The domain guidelines come from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. The students' classroom observation narrative, the five day lesson plan, and the personal teaching narrative are organized around Domains 1, 2, and 3.)

2. Alignment of the assessment with the specific NCTE standards

The Methods of Teaching English Portfolio helps pre-service English majors adopt and strengthen professional attitudes needed by English Language arts teachers and a pedagogical philosophy needed to integrate knowledge of English language arts, students, and teaching. The Department of Language and Literature expects 80% of student to achieve a mastery score of 50 pts.

**ENG 417, Methods of Teaching English Portfolio Evaluative Criteria (60)**

NAME \_\_\_\_\_ SCORE \_\_\_\_\_

**WRITING TO LEARN (10 pts.)**

- o Seventeen write-ups:
  - Two write-ups from Thursday, November 9, from Sheridan
  - Five write-ups from "For further Thought" or "Some Things to Consider" from Sheridan, chapters 1-5
  - Ten write-ups from "For Your Journal" from Christenbury, chapters 1-7 and 9-11
    - ❖ Place your name and the date on the unlined, upper left hand corner of the notebook paper.
    - ❖ Center the subject of the write-up on the first line.
    - ❖ Using a pen, write on the subject for a minimum of one page. Do not skip every other line.
    - ❖ Write on the back of the paper if necessary. However, do not use a second sheet of paper.
- o Audio visuals from all teaching/presentations

1      2      3      4      5      6      7      8      9      10

CLASSROOM OBSERVATIONS (10 pts.) The classroom observations of the mentor teacher and the narrative of your teaching experience reflect the following characteristics:

- o **You have rated the teaching act as unsatisfactory, basic, proficient, or distinguished for each component under the elements of domain 2 (The Classroom Environment) and domain 3 (Instruction).**
- o **After rating domains 2 and 3, you give specific narration to support your rating elements under each component.**
- o **The classroom observations are free of a pattern of grammatical errors.**

1      2      3      4      5      6      7      8      9      10

PERSONAL TEACHING NARRATIVE (10 pts.)

- o **You have rated your teaching act as unsatisfactory, basic, proficient, or distinguished for each component under the elements of domain 2 and 3**
- o **After rating each element in domains 2 and 3, you give specific narration to support your ratings for each element.**
- o **The classroom observation narrative is free of a pattern of grammatical errors. See the William Carey University Writing Guidelines.**

1      2      3      4      5      6      7      8      9      10

TEACHING LITERATURE, LANGUAGE, AND WRITING PHILOSOPHY (20 pts.) Your teaching literature, language, and writing philosophy paper reflects the following characteristics:

- **The philosophy paper is well organized and well developed. The paper follows the teaching English philosophy paper paradigm: (1) general educational philosophy, (2) teaching literature philosophy, (3) teaching writing philosophy, (4) teaching grammar or language philosophy, (5) conclusion.**
- **The paper uses appropriate details to support the thesis or illustrate ideas. The philosophy paper makes use of three sources to support ideas.**
- **The paper reflects unity and coherence.**
- **The paper demonstrates excellent and mature syntactic variety and displays clear facility in the use of language.**
- **The paper correctly uses MLA in text citations.**
- **The philosophy paper contains an accurate Works Cited pages using MLA documentation.**
- **Inclusion of self, peer, and professor William Carey University Response sheets.**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19  
20

LESSON PLAN (10 pts.) Your five-day lesson plan reflects the following characteristics:

- **The lesson plan shows awareness and incorporation of domain 1 (Planning and Preparation).**
- **The lesson plan is clear and specific.**
- **The lesson plan contains a class description.**
- **The lesson plan contains objectives, procedures, materials, and evaluations for five days.**
- **The lesson plan includes Bloom taxonomy for each objective.**
- **The lesson plan is correlated with the competencies of the Mississippi Language Arts Framework (found at [www.mde.k12.ms.us/](http://www.mde.k12.ms.us/)).**
- **The lesson plan is free of a pattern of grammatical errors.**

1 2 3 4 5 6 7 8 9 10

### 3. Summary of data findings

The Methods of Teaching English Portfolio counted 60 points of the students' total grade:

#### **2005 Winter Trimester Data**

<u>Portfolio Score</u>	<u>Students</u>	<u>Portfolio Score</u>	<u>Students</u>	<u>Portfolio Score</u>	<u>Students</u>
60	1	54	1	47	1
58	4	53	1		
57	1	52	2		
56	1	50	1		

#### **2006 Winter Trimester Data**

<u>Portfolio Score</u>	<u>Students</u>	<u>Portfolio Score</u>	<u>Students</u>	<u>Portfolio Score</u>	<u>Students</u>
60	2	57	1	54	2
57	1	56	1		
56	1	55	2		

### 5. Analysis of Data

The results of the 2005 portfolio indicate that all but one student achieved a mastery score of 50 or above. During the 2006 winter trimester, all students achieved a mastery score of 50 or above.

The ENG 417 portfolio makes use of expressive/reflective writing, observation of a teacher, lesson plan writing, a narrative on the student's teaching of one class from the lesson plan, and a formal paper on the students' philosophy of teaching in general and their specific philosophy of teaching language arts.

**#4 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTE standards that could be addressed in this assessment include but are not limited to Standards 2, 3, and 4.

**Student Teacher Assessment Instrument – Overall Rating – Supervising Teacher and Supervising Professor**

When observed by their College Supervisor and Supervising Teacher, the student teachers will receive a mean score of 3.5 or higher (on a 4 point Likert scale) in all teacher performance indicators.

1. A brief description of the assessment and its use in the program;

The Student Teacher Assessment Instrument (STAI) is the In-Class Evaluation used by the Supervising Teacher and the College Supervisor when evaluating student teacher performance. There are five categories of student teacher performance evaluated by the College Supervising Professor: (1) Affective Beginning/Anticipatory Set; (2) Teaching; (3) Time on Task; (4) Interpersonal Skills; and (5) Assessment. The student teacher is evaluated on a scale of 1-4; 1 describes Ineffective, Unacceptable Practice; 2 describes Marginally Acceptable Practice; 3 describes Acceptable, Safe to Practice (Standard); and 4 describes Outstanding, Effective Practice. The STAI for the Supervising Teacher has five categories: (1) Planning and Preparation; (2) Communication and Interaction; (3) Teaching for Learning; and (4) Assessment of Student Learning. The STAI (both formative and summative) becomes the key diagnostic instrument used to build the professional development program for student teachers. The data has been collected over the past two academic years allowing the faculty to formulate new initiatives in curriculum and field practica to improve overall student performance.

2. The alignment of the assessment with the specific NCTE standards addressed by the assessment, as they are identified in Section III: 2, 3, 4.)

3. A brief summary of the data findings attached in Section II;

**School of Education - William Carey College  
Student Teacher Assessment Instrument (STAI)  
Supervising Teacher (2004-2006)**

Planning and Preparation		04-05 Mean	05-06 Mean
1	The teacher selects and uses appropriate student objects for unit lessons.	3.93	3.96
2	The teacher selects and uses appropriate teaching procedures for unit lessons.	3.89	3.96
3	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	3.89	3.80

4	The teacher uses information about students to provide learning experiences which accommodate difference in developmental and education needs.	3.91	3.86
5	The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	3.86	3.85
6	The teacher integrates knowledge from several subject areas in unit lessons.	3.84	3.85
7	The teacher incorporates multicultural perspectives into teaching units.	3.80	3.77
<b>Communication and Interaction</b>			
8	The teacher uses correct oral and written communication.	3.84	3.87
9	The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others.	3.91	3.90
10	The teacher provides clear, complete directions for carrying out instructional activities.	3.82	3.86
11	The teacher communicates high expectations for learning to all students.	3.91	3.87
12	The teacher projects enthusiasm for teaching and learning.	3.89	3.85
13	The teacher listens to students and demonstrates interest in what they are saying by responding appropriately.	3.91	3.94
14	The teacher provides opportunities for students to work cooperatively with others to enhance learning.	3.86	3.96
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87
<b>Teaching For Learning</b>			
16	The teacher demonstrates knowledge of the subject(s) taught.	3.94	3.87
17	The teacher uses a variety of appropriate teaching strategies.	3.91	3.87
18	The teacher provides opportunities for students to apply concepts in problem solving and critical thinking.	3.82	3.82
19	The teacher elicits and responds to student input.	3.89	3.96
20	The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	3.80	3.86
21	The teacher uses questions to engage students in original, creative, and higher order thinking.	3.77	3.79
22	The teacher uses family and/or community resources in the student teaching experience to enhance student learning.	3.73	3.79
<b>Assessment of Student Learning</b>			
29	The teacher informs students of performance standards and assessment criteria.	3.86	3.96
30	The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken.	3.86	3.90
31	The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation.	3.89	3.89
32	The teacher maintains records of student work/ performance and communicates progress to both parents and/or guardians and appropriate colleagues.	3.84	3.89
33	The teacher actively seeks opportunities to grow reflectively and professionally.	3.86	3.96

***Student Teacher Assessment Instrument***  
***Student Teachers***  
***College Supervisor***

4=Outstanding, Effective Practice    3= Acceptable, Safe to Practice  
 2=Marginally Acceptable Practice    1=Ineffective, Unacceptable Practice

<b>A. Affective Beginning/Anticipatory Set</b>	<b>04-05</b>	<b>05-06</b>
------------------------------------------------	--------------	--------------

1.	Teacher has materials and equipment ready.	3.90	3.98
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.83
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92
4.	Teacher states lesson purpose and plan.	3.88	3.92
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76
<b>B. Teaching</b>		<b>04-05</b>	<b>05-06</b>
6.	Teacher provides clear, concise and accurate information.	3.88	3.92
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93
8.	Teacher checks for understanding.	3.88	3.97
9.	Teacher uses instructional aids skillfully.	3.88	3.96
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96
13.	Teacher provides relevant independent and individual practice.	3.98	3.93
14.	Teacher provides appropriate closure to lesson.	3.80	3.86
<b>C. Time on Task</b>		<b>04-05</b>	<b>05-06</b>
15.	Teacher uses instructional time efficiently.	3.88	3.96
16.	Teacher keeps students on task through participation/ involvement.	3.83	3.90
17.	Teacher uses effective transitions within lesson and group changes.	3.90	3.89
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94
<b>E. Interpersonal Skills</b>		<b>04-05</b>	<b>05-06</b>
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	3.97
27.	Teacher uses proximity, moves around the room.	3.94	3.96
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97
34.	Teacher incorporates student responses in discussion or		

	lesson.	3.95	3.97
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98
37.	Teacher responds positively to students' academic input.	3.95	3.97
<b>F. Assessment</b>		<b>04-05</b>	<b>05-06</b>
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90

4. An interpretation of how that data provides evidence for meeting standards.

All student teacher performance indicators met the objective of 3.5 or higher. With over 70 students in the field, this is a fairly accurate assessment of the entire program. When comparing Supervising Teacher scores with the College Supervisor scores, there were no significant differences. It is the conclusion of the student teacher faculty that the student teachers are being provided a strong pre-professional development program that is preparing them to enter the profession as "safe to practice" teacher candidates. The faculty will continue to assess this data term by term with a focus on those student teachers who are proving to be ineffectual in the classroom. The faculty has decided to complete the Clinical Educator Training under the Teacher Performance System in order to effectively use additional diagnostic instruments in Planning, Instructional Organization and Development, Presentation of Subject Matter, Communication: Verbal and Nonverbal, and Management of Student Conduct.

**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.** NCTE standards that could be addressed in this assessment include but are not limited to Standard 4. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

**Mississippi Teacher Education Report**

**As documented by the Mississippi Teacher Education Performance Report, teacher performance competencies will meet or exceed 95%.**

1. A brief description of the assessment and its use in the program;

The Mississippi Teacher Education Report provides detailed data concerning first year teacher performance as assessed by a self-reflection teacher questionnaire and a complementary principal's evaluation report on the first year teacher performance. This data is aggregated and analyzed by institution. This is the School of Education's major assessment instrument for following teacher graduates into their first year of teaching.

2. The alignment of the assessment with the specific NCTE standards found in section four. (ACEI standards that are addressed in this assessment include 2.1-2.8, and 3.1.)

3. A brief summary of the data findings attached in Section II; and

Due to dissemination difficulties at the state level, The Mississippi Teacher Education Performance Report produced minimal results (only 5 were reported to William Carey University). The sparse data proved to be difficult to use for the purposes of analysis. The five teachers who were represented in the data exceeded 95% in their overall ratings by the administrators. This reflected only 5% of the possible pool of WCU graduates who were presently holding contracts in Mississippi schools.

4. An interpretation of how that data provides evidence for meeting standards.

The performance objective will be continued into 2006-2007 with no change in the performance goals. The State Department of Education reported that the impact of Katrina had created a serious problem with data collection during the 2005-2006 academic year. Online surveys and the technology infrastructure have been improved for the 2006-2007 academic year.

**#6 (Required): Additional assessment that addresses NCTE standards.  
Departmentally-developed essay exam**

NCTE standards addressed: 3.1, 3.3, 3.5, and 3.7

Institutional Effectiveness Objective: The English academic curriculum enables students to achieve excellence through providing an in-depth knowledge of literature, composition, and language.

Institutional Effectiveness Criteria and Procedures: As documented by a departmentally-developed essay exam on literature, composition, and language, graduating English majors will score a minimum of 80.

1. Description of the assessment

The departmentally-developed essay exam consists of two essay questions students chose from essay questions on all upper level courses English majors take.

2. Alignment of the assessment with specific NCTE standards.

The essay questions cover the students' knowledge of and skills in the use of the English language, their knowledge of reading processes, their knowledge of, and uses for, an extensive range of literature, and their knowledge of research theory and findings in English language arts.

3. Summary of data findings.

During 2006, out of 11 senior English majors, 9 scored above 80 on the departmentally-developed essay. The scores were as follows: 97, 97, 02, 89, 86, 84, 83, 81, 81, 81, 73, 63. Thus, 82% scored 80 or above with 18% scoring below 80

During 2007, out of 15 senior English majors, 13 scored above 80 on the departmentally-developed essay. The scores were as follows: 100, 98, 98,98, 93, 90, 89, 89, 82, 81, 81, 78, 74, 53. Thus, 87% scored 80 or above with 13% scoring below 80

3. Analysis of data

The increase of those scoring 80 or above—82% to 87%--reflect students who are knowledgeable regarding literature, language, and/or composition.

**#7 (Optional): Additional assessment that addresses NCTE standards.  
Senior Seminar Portfolio**  
  
NCTE Standards Addressed: 3.1, 3.3, 3.4, and 3.5

1. Description of the assessment

The senior seminar portfolio is a requirement in the department’s capstone course required for English majors. The portfolio contains writing to learn, oral presentations handouts, a research proposal and annotated bibliography, the final draft of a student’s senior paper, an internet search for a job using the English major, a letter of application, and interviews with three people who received a BA in English.

2. Alignment of the assessment with the specific NCTE standards

The senior seminar portfolio assesses students’ knowledge of, and skills in the use of, the English language, knowledge of the practices of oral, visual, and written literacy, knowledge of the reading processes, and knowledge of different composing processes. The Department of Language and Literature expects English majors to score 38 to 50 or excellent on their portfolios.

ENG 498, Senior Seminar, Portfolio Scoring Guide (60 pts.)

NAME \_\_\_\_\_

\_\_\_\_\_ (completeness, 10 pts.) + \_\_\_\_\_ (holistic score, 1-50) = \_\_\_\_\_ Portfolio Score

Separate the following bulleted sections with tabbed dividers.

- Ten write-ups
- Handouts from oral presentations
- Research proposal & annotated bibliography (20 sources)
- First draft
  - Self William Carey University Writing Response Sheet
  - Two or three peer William Carey University Writing Response Sheets
  - Professor William Carey University Writing Response Sheet
- Final draft
- Internet and/or other source search for a job, internship, volunteer placement, or advanced degree program
- A resume written and revised with that position or program in mind
- A letter of application or cover letter that you would use to formally apply for the position or program.
- Interviews of three people with a B. A. or a above in English. Write a narrative about the interviews—summary, reflection, implications for your future professional life.

The portfolio contents will be read holistically and given a single comprehensive score from 1 to 50 plus the completion grade:

- ❑ **38-50** A portfolio that is **EXCELLENT** in overall quality. The portfolio contains all components and is substantial in content and mature in style. It demonstrates an ability to handle different levels of writing: Level 1 writings in the write-ups; Level 2 in the first draft and the interview reports; and Level 3 in the resume, letter of application, and the final draft of the senior essay. The excellent portfolio uses language effectively and creatively. Voice tends to be strong, and there is a clear sense of audience and context. Often /there is a close connection between the writer's sense of self and the writing and a sense of thematic unity with the separate portfolio pieces. An excellent portfolio takes risks that work--either in content of form--and challenges the reader by trying something new or presenting traditional material in an interesting and effective manner.
- ❑ **25-37** A portfolio that is **GOOD** in overall quality. The portfolio contains all parts. A good portfolio suggests the excellence that the 38 to 50 portfolio demonstrates. The writing is competent both in content and style. There are more strengths than weaknesses, but here may be an unevenness of quality or underdevelopment in some of the pieces. The reader may want "more" to be fully convinced of the writer's ability to handle varied prose tasks successfully and to use language effectively. There is a sense of audience and context, but some of the writing may seem formulaic or lack strong voice. There tend to be minimal risk-taking or originality.
- ❑ **13-24** A portfolio that is **FAIR** in overall quality. The portfolio contains all parts. It suggests the competence that a good portfolio demonstrates. Strengths and weaknesses tend to be evenly balanced--either within or among the types of writing. One or more of the types of writing may be too brief or underdeveloped. There is some evidence of the writer's ability to handle varied prose tasks successfully and to use language effectively, but it is offset by recurring problems in content, style, or grammar. A 13 to 24 portfolio often lacks a clear sense of audience, a thematic unity among the various pieces of writing, and a distinctive voice.
- ❑ **1-12** A portfolio that is **POOR/BELOW AVERAGE** in overall quality. One or more of the components may be missing. It does not suggest the writing competence that a fair portfolio does. Weaknesses clearly predominate over strengths. The writing may be clear, focused, and error-free, but is usually thin in substance and undistinguished in style. Some of the types of writing may be either short and undeveloped or abstract and vague. Moreover, the writer rarely takes risks, relying instead on formulas and clichés. There is little evidence of the writer's ability to handle varied prose tasks successfully. The few strengths of a 1 to 12 portfolio are more than overbalanced by significant weaknesses. The portfolio seems to have been put together with very little time and thought.

### 3. Summary of data findings

#### 2006 Senior English Majors Portfolio Scores

<u>Portfolio Score</u>	<u>Number of Students</u>
50	1
48	4
47	1
46	1
44	1
43	1
42	2
37	1

#### 2007 Senior English Majors Portfolio Scores

<u>Portfolio Score</u>	<u>Number of Students</u>
59	1
58	2
56	1

53	1
50	1
49	2
48	3
47	3
45	2

#### 4. Analysis of Data

The data for 2006 indicate that all but one student achieved an excellent on the portfolio, and for 2007 all students achieved an excellent on the portfolio.

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

In order to assess and improve candidate performance and strengthen the English B.A. Licensure program according to NCTE guidelines, the Department of Language and Literature at William Carey University used the following assessments:

1. Praxis Subject Area Examination for Secondary English Education 0041
2. Area Concentration Achievement Test,
3. Methods of Teaching English Portfolio
4. Student Teacher Assessment Instrument
5. Mississippi Teacher Education Performance Report
6. English Departmentally Developed Essay Exam on Composition, Language, and Literature
7. Senior Seminar Portfolio

#### **Use of the Assessment Results and Relation to Candidate Performance:**

The data in Assessments 3, 4, 6, and 7 indicate that candidates are performing well in the program. Excellent outcomes on the Senior Seminar Portfolio and the departmentally developed essay exam especially demonstrate this. English majors who choose the teacher licensure route and complete ENG 417, Methods of Teaching English, and student teaching perform above average.

The high number of students who fail the Praxis II Subject Area Examination Secondary English Education 0041 the first time concerns the department. The department must take steps to identify and track alternate route students and Bachelor of General Studies students who do poorly on the Praxis. After identification of this population, we must carefully direct these students into the teacher licensure track or urge them to pursue a course of study other than English education or establish certain courses they must take in the department in order to perform better on the Praxis.

The department believes that the poor performance of our students on the Area Concentration Achievement Test reflects more on the design of the test and less on our students' performances. The ACAT reflects a limited canonical approach to literature that ignores the broader scope of literature found in NCTE standards. The department needs to discuss the continued use of this test as an assessment of student content knowledge.

### **Use of the Assessment Results and Relation to Program Performance:**

While the data from assessments 3, 4, 5, 6, and 7 indicate that candidates are performing well, the department realizes that certain improvements to our program will enhance our meeting the NCTE standards more effectively. Certain course changes need to be made to remove the burden from ENG 417, Methods of Teaching English:

1. Add a course, ENG 301, structured to study systematically traditional English grammar.
2. Keep ENG 310, Pedagogical Grammar, to integrate the necessary pedagogical knowledge and skills in teaching grammar to address NCTE standard 3.1.
3. Change ENG 324, The Novel, to ENG 324, Adolescent Literature, a course studying young adult literature and graphic novels to address NCTE standards 3.5, 3.7
4. Add a course concerning teaching writing in secondary schools to address NCTE standards 3.7, 3.2, 3.4, 3.7 4.7.

These course changes would relieve the burden presently in ENG 417 of attempting to integrate all of the reading, writing, and language content knowledge and pedagogical knowledge into one ten week course. These additional courses would enable ENG 417 to cover more effectively the NCTE standards in 4.1 to 4.10, pedagogy for English Language Arts, particularly 4.1, 4.4, 4.6, and 4.10. Also, the addition of these courses plus the refocus of the methods of teaching English course would help to ensure students are ready for student teaching. Our Praxis scores would be improved if we required these proposed courses and the methods of teaching English course of any group of students opting for alternate route certification: (1) non-teacher licensure students in the Bachelor of Arts degree and (2) students pursuing the Bachelor of General Studies degree. Of course, the addition of these courses must be thoroughly discussed by the department, presented to the undergraduate curriculum committee, and approved by faculty.

### **Use of the Assessment Results and Relation to Content Knowledge**

Data from assessments 1, 2, 6, and 7 reveal mixed results. The data from assessment 1, the Praxis, reveal a need for the department to separate performances among B.A. teacher licensure, B.A. non-teacher licensure seeking alternate route certification, and B.G.S. seeking alternate route certification.

The data from assessment 2, the Area Concentration Test, must be examined to see if another assessment would evaluate more effectively our adherence to NCTE standards.

Assessments 6 and 7 reveal average and above average results. With Assessment 6, the departmentally developed exam, we need to increase the number of questions answered

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and require teacher licensure students to answer questions related to content but also pedagogically based questions.

With assessment 7, the senior seminar portfolio, the rubric must be revised to be less holistic and to represent more accurately specific NCTE standards.

**Use of the Assessment Results and Relation to Pedagogical and Professional, Knowledge, Skills, and Dispositions**

In assessments 3 and 4, candidates performed at exemplary levels. However, Assessment 3, the Methods of Teaching English portfolio rubric, must be redesigned to reflect NCTE standards more clearly rather than measuring standards in a holistic manner. The Methods of Teaching English portfolio must directly include the elements in domains 1, 2, and 3 included in Addendum 1 that more specifically address NCTE standards.

ATTACHMENT A

**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, doctorate) 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.

<b>Program: English / English Licensure, B.A.</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers<sup>6</sup></b>
2006-2007	38/15	7/6 (13)
2005-2006	38/18	10/2 (12)
2004-2005	46/22	11/2 (13)

<b>Program:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>

<b>Program:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>

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<sup>6</sup> 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.

## ATTACHMENT B Faculty Information

THOMAS J. RICHARDSON

*Professor of Language and Literature and Chair*

B.A., University of Southern Mississippi

M.A., University of Alabama

Ph.D., Vanderbilt University

*Areas of Interests*

*American Literature; Southern Literature;*

*Literary History*

Courses:

ENG 101 – Composition

ENG 102 – Research and Composition

ENG 105 – Essentials of Grammar and Writing

ENG 212 – World Literature II

ENG 303 – American Literature I

ENG 304 – American Literature II

ENG 498 – Senior Seminar

ENG 603 – Seminar in American Literature I

ENG 604 – Seminar in American Literature II

REBECCA M. JORDAN

*Associate Professor of Language and Literature*

B.S., M.S., University of Southern Mississippi

Ed.S., Jackson State University

D.A., University of Mississippi

*Areas of Interests*

*English Education; 18<sup>th</sup> and 19<sup>th</sup> Century; Linguistics;*

*Composition Theory and Practice*

Courses:

ENG 212 – World Literature II

ENG 310 – Pedagogical Grammar

ENG 324 – The Novel

ENG 365 – Development of the Short Story

ENG 403 – Linguistics and Advanced Grammar

ENG 417 – Methods of Teaching English

ENG 450 – The Romantic Age

ENG 460 – The Victorian Age

ENG 616 – Seminary in Theories and Methods of

Teaching Composition

ENG 622 – Seminar in Poetry

LINDA McDANIEL

*Adjunct, Associate Professor of Language and Literature*

B.S., M.A., University of Southern Mississippi

Ph.D., University of South Carolina

*Areas of Interests*

*Literary Criticism; Theory; The Novel*

Courses:

ENG 212 – World Literature II

ENG 524 – Seminar in the Novel

ENG 630 – Seminar in Literary Criticism

GLENN R. SWETMAN

*Associate Professor Emeritus of Language and Literature*

B.S., M.A., University of Southern Mississippi

Ph.D., Tulane University

*Areas of Interests*

*Creative Writing; American Literature; Poetry*

Courses:

ENG 212 – World Literature II

ENG 300 – Creative Writing

ENG 411 – The Age of Elizabethan and Jacobean Drama

ENG 304 – American Literature II

ENG 310 – Pedagogical Grammar

ENG 450 – The Romantic Age

ENG 509 – Pedagogical Grammar

ENG 510 – The Age of Elizabethan and Jacobean Drama

ENG 600 – Creative Writing

ENG 604 – Seminar in American Literature II

ALLISON C. CHESTNUT

*Associate Professor of Language and Literature*

B.S., M.A., Mississippi University for Women

Ph.D., Louisiana State University

Additional Graduate Study, University of Southern Mississippi

Ph.D., Louisiana State University

Additional Graduate Study, University of Southern Mississippi

*Areas of Interests*

*Mythology; Drama; Medieval; Renaissance; Contemporary;*

*Religion and Literature; Creative Writing*

Courses:

ENG 211 – World Literature I

ENG 390 – Literature and Music

ENG 411 – The Age of Elizabethan and Jacobean Drama

ENG 406 – The Pre-Renaissance Age

ENG 472 – Contemporary Literature

ENG 572 – Contemporary Literature

ENG 600 – Creative Writing

ENG 626 – Seminar in Shakespearean Drama

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BETTE DAVIS

*Assistant Professor of English*

B.S., University of Southern Mississippi

M.A., M.Litt., Middlebury College

*Areas of Interests*

*African American Literature; Composition Theory and Practice; Modern Literature*

*Courses:*

ENG 101 – Composition

ENG 101.8 – Honors Composition

ENG 212 – World Literature II

ENG 325 – African American Literature

JOSYE M. BROOKTER

*Instructor of English*

B.A., William Carey College

M.A., Southern Illinois University

Ph.D., (cand.) University of Southern Mississippi

*Areas of Interests*

*Composition Theory and Practice;*

*Writing Proficiency*

*Courses:*

ENG 100 – Skills in English

ENG 101 – Composition

ENG 105 – Essentials of Grammar and Writing

IRIS C. EASTERLING

*Assistant Professor of English*

B.S., University of Southern Mississippi

M.Ed., William Carey College

Additional Graduate Study,

Louisiana State University and University of

Southern Mississippi

*Areas of Interests*

*World Literature; Composition Theory*

*and Practice; Contemporary Literature;*

*Drama*

*Courses:*

ENG 000 – English Proficiency Exam

ENG 102 – Research and Composition

ENG 211 – World Literature I

EDISON M. WILLIAMS

*Instructor of Philosophy and Language and Literature*

B.A., William Carey College

M.Div., New Orleans Baptist Theological Seminary

M.A., University of Southern Mississippi

Ph.D., (cand.) Louisiana State University

*Areas of Interests*

*Comparative Literature; Literature and Religion;*

*World Literature*

*Courses:*

ENG 101 – Composition

ENG 211 – World Literature I

ENG 212 – World Literature II

ENG 690 – Seminar in World Literature

CHERYL H. MAQUEDA

*Assistant Professor of Spanish*

B.A., University of Mobile

M.A., University of Southern Mississippi

*Areas of Interests*

*Spanish Language and Culture; Methods*

*Courses:*

SPA 101 – Elementary Spanish I

SPA 102 – Elementary Spanish II

SPA 201 – Intermediate Spanish I

SPA 202 – Intermediate Spanish II

RAYMOND BROOKTER

*Adjunct, Instructor of English*

B.A., M.A., University of New Orleans

Ph.D., (cand.) University of Southern Mississippi

*Areas of Interests*

*African American Literature; Archival Studies;*

*Research Theory and Practice*

*Courses:*

ENG 105 – Essentials of Grammar and Writing

VALORIE PAHLMAN

*Adjunct, Instructor of English*

B.A., William Carey College

M.Ed., William Carey College

*Areas of Interests*

*Creative Writing*

*Courses:*

ENG 300 - Creative Writing

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FRANCES WEATHERS

*Adjunct, Instructor of French*

B.A., University of Southern Mississippi

M.A., University of Alabama

*Areas of Interests*

*French Language and Culture*

Courses:

FRE 101 – Elementary French I

FRE 102 – Elementary French II

FRE 290 – Intermediate French II

MELINDA WINSTEAD

*Adjunct, Instructor in Study Skills and Humanities and  
Academic Coordinator, Student Support Services*

B.A., William Carey College

M.S., University of Southern Mississippi

*Areas of Interests*

*Composition Theory and Practice;*

*Studies Skills*

Courses:

ENG 101 – Composition

ENG 105 – Essentials of Grammar and Writing

## ATTACHMENT B Faculty Information

**Directions:** Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University <sup>7</sup>	Assignment: Indicate the role of the faculty member <sup>8</sup>	Faculty Rank <sup>9</sup>	Tenure Track (Yes/No)	Scholarship, <sup>10</sup> Leadership in Professional Associations, and Service: <sup>11</sup> List up to 3 major contributions in the past 3 years <sup>12</sup>	Teaching or other professional experience in P-12 schools <sup>13</sup>
Dr. Thomas Richardson	PHD in English Vanderbilt University	American Literature; Southern Literature; Literary History	Chair	YES	-“Mississippi’s Literary Heritage,” in <i>Mississippi: The Magnolia State. Atlanta: Clairmont, 2005. 284-311</i> - Awards Committee, Richard Wright Literary Festival, Natchez, Mississippi, 2006-present -“In the Company of Women: Finding Friendship in <i>Designing Women</i> and <i>Steel Magnolias</i> ,” Institute for Faith and Culture, Baylor University, 2007 (with Allison Chestnut)	Taught at Gulfport High School, Mississippi
Dr. Rebecca Jordan	DA in English University of Mississippi	English Education; 18 <sup>th</sup> and 19 <sup>th</sup> Century; Linguistics; Composition Theory and Practice	Associate Professor	YES	-Member of education and literary committees -NCTE member -Presentations and publications through NCTE over the last 15 years	25 years secondary experience
Dr. Allison Chestnut	PHD in English Louisiana State University	Mythology; Drama; Medieval; Renaissance; Contemporary; Religion and Literature; Creative Writing	Associate Professor	YES	-Exchange Professor of English at Linyi Normal University, China -President of Alpha Lambda chapter of Delta Kappa Gamma -Editor, <i>Journal of Mississippi Council of Teachers of English</i>	

<sup>7</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska

<sup>8</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>9</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>10</sup> *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.

<sup>11</sup> *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.

<sup>12</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>13</sup> 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.

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Dr. Linda McDaniel	PHD in English University of South Carolina	Literary Criticism; Theory; The Novel	Adjunct, Associate Professor	NO		
Dr. Glenn Swetman	PHD in English Tulane University	Creative Writing; American Literature; Poetry	Associate Professor Emeritus	YES		
Bette Davis	MA English Middlebury College	African American Literature; Composition Theory and Practice; Modern Literature	Assistant Professor	YES	-Director, Vernon Dahmer Center, African-American Literature of Cultural Documents, 2005 to present -A program grant, Mississippi Humanities Council, 2006 -"Exploring Race, Language, and Culture in the Critical Literacy Classroom," in <i>Re-conceptualizing the Literacies In Adolescents' Lives</i> , 2 <sup>nd</sup> Edition Eds. D.E. Alvermann, K. Hinchman, and D.Waff. Lawrence Erlbaum Associates, 2006	20 years secondary experience, public school teacher
Iris Easterling	M.ED English William Carey College	World Literature; Composition Theory and Practice; Contemporary Literature; Drama	Assistant Professor	YES	-Curator Sarah Gillespie Collection, Art - Conservation Grant, National Endowment for the Humanities -Advisory Board, Lauren Rogers Museum	20 years secondary experience, public school teacher
Cheryl Maqueda	MA Teaching of Languages University of Southern Mississippi	Spanish Language and Culture; Methods	Assistant Professor	YES	-Exchange study, University of Seville, Summer 2006 -Advisor, Sigma Tau Delta, 2005 to present -Academic / Mission Exchange, Republic of China, 2007	
Josye Brookter	MA English Southern Illinois University	Composition Theory and Practice; Writing Proficiency	Instructor	YES	-Reading specialist, Division of Undergraduate Studies, University of Southern Mississippi, 2006 -On-line instruction, Continuing Education and Distance Learning, University of Southern Mississippi, 2005 -Dissertation in progress, University of Southern Mississippi	
Edison Williams	MA English University of Southern Mississippi	Comparative Literature; Literature and Religion; World Literature	Instructor	YES		
Raymond Brookter	MA English University of New Orleans	African American Literature; Archival Studies; Research Theory and Practice	Adjunct, Instructor	NO		
Valorie Pahlman	M.ED English William Carey College	Creative Writing	Adjunct, Instructor	NO		
Frances Weathers	MA Languages University of Alabama	French Language and Culture	Adjunct, Instructor	NO		
Melinda Winstead	MS English University of Southern Mississippi	Composition Theory and Practice; Studies Skills	Adjunct, Instructor	NO		

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ADDENDUM 1

See attached .pdf reference file, "The Framework for Professional Practice," from Charlotte Danielson, *Enhancing Professional Practice, A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. 60-119.