

# NATIONAL RECOGNITION REPORT

## Initial Preparation of English Language Arts Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Council of Teachers of English (NCTE).

### COVER PAGE

#### Name of Institution

Millikin University, IL

#### Date of Review

MM DD YYYY

07 / 12 / 2008

This report is in response to a(n):

jn O Tdmr s r gf \*1 4Tf 1 2 O O 1 2 6#7 5 O 5.1 4 1 41 67 -1.20240Dat et o a(n):

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

**Comment:**

**Summary of Strengths:**

Positive initiatives towards integrating NCTE/NCATE goals into required course work in both education and English courses (demonstrated most effectively in tools such as Assessment #8); strong emphasis on writing and publishing in required course work; attention given to basic content knowledge in visual and nonprint literacies.

**PART B - STATUS OF MEETING SPA STANDARDS**

**Standard 1.** Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

**Standard 2. 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.**

**Standard 2.1.** Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

**Standard 2.2.** Candidates use ELA to help their students become familiar with their own and others' cultures.

Met	Met with Conditions	Not Met
jn	jn	jn

**Comment:**

**Standard 2.3.** Candidates demonstrate reflective practice, involvement in professional organizations,

Assessments #2 and #5, candidates appear to provide evidence of content knowledge for Standard 3.1, but it is less clear if they are also able to provide evidence that they can draw upon this knowledge as a basis for designing appropriate learning activities that promote student learning.

**Standard 3.2.** Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Met	Met with Conditions	Not Met
j <sup>n</sup>	j <sup>n</sup>	j <sup>n</sup>

**Comment:**

documentation does not reference Standard 3.6.

**Standard 3.7.** Candidates demonstrate knowledge of research theory and findings in English language arts.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 4. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.**

**Standard 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.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 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.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

**Standard 4.3.** Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Met	Met with Conditions	Not Met
j <sub>n</sub>	j <sub>n</sub>	j <sub>n</sub>

**Comment:**

This standard is listed on the program report as being addressed by Assessments #3 and #7, but there is no explicit evidence within these assessment documents that an integration of interdisciplinary teaching strategies and materials are required in candidates' performances. The documents submitted for Assessment #7 do not list this standard as being addressed within that assignment. The documents submitted for Assessment #4 claim that candidates demonstrate applications of all Standards 4.1 through 4.10 within this assignment, but there is no evidence to indicate that Standard 4.3 is addressed in Assessment #4 either.

**Standard 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.

Met

Met with Conditions

Not Met

in

**Standard 4.9.** Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.

Met                      Met with Conditions    Not Met

jn                      jn    jn

**Comment:**

This standard is indicated in the program report as being addressed by Assessments #4 and #5. While this standard seems implied in the assessment tool for #4 "Creates plans with a variety of activities appropriate to the discipline, curriculum goal and the learning needs and styles of students" and "Demonstrates knowledge of reading processes," these indicators do not explicitly require candidates to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts. Does "Demonstrates knowledge of reading processes" also mean that a demonstration of the ability to apply that knowledge in a classroom is expected? In Assessment #5, knowledge and application of reading processes are implied within the criteria for a commendable performance, e.g. "numerous opportunities for children to show their knowledge in various domains," but are not explicitly stated as being required within the lessons submitted as part of the work sample.

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

Met                      Met with Conditions    Not Met

jn                      jn    jn

**Comment:**

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guide. While it is clear that candidates are required to demonstrate certain aspects of content knowledge, it is less clear if candidates are able to demonstrate their ability to integrate this knowledge into their own teaching. In addition, it is not clear how this assignment addresses several of the substandards that fall under Standards 3.2, 3.5, and 3.7. For example, does this assignment also require candidates to analyze and discuss "visual images" and "nonprint text" (3.2.1, 3.2.5)? Also, because this assignment is specifically given in an American literature course, how does it address 3.5.1 and 3.5.3?

Assessment #8: This assessment tool has been designed to supplement other assessments aimed at assessing candidate's content knowledge. It appears to address effectively not only candidates' content knowledge in a broad range of language issues but also requires candidates to demonstrate ways to integrate such knowledge into their planning and instruction. This tool provides evidence that candidates are able to meet Standards 3.1, 3.2, and 3.7 in the target range.



upon their planning and instruction processes and their students' learning, in response to the candidate's pedagogical actions. The assessment tool is not explicitly aligned with the NCTE/NCATE Standards, however, since it is a generic form used across multiple content areas during student teaching. The accompanying description of this assignment states that this assessment is aligned with all of the NCTE standards, but many of these standards are implied rather than explicitly required in this assessment tool.

## **PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

**Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)**

**The program is recognized through:**

MM DD YYYY

07 / 15 / 2010

**Subsequent action by the institution:** To retain national recognition, a report addressing the conditions to recognition must be submitted on or before the date cited below.

The program has **up to two opportunities** to address conditions within an 18 month period.

If the program is submitting a Response to Conditions Report **for the first time**, the range of possible deadlines for submitting that report are 9/15/08, 2/1/09, 9/15/09, or 2/1/10. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 9/15/08 submission date. However, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the range of possible deadlines for submitting that report are 9/15/08, 2/1/09, or 9/15/09.

Failure to submit a report by the date below will result in loss of national recognition.

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02 / 01 / 2010

**The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.**

1. Address unmet standards (2.6 and 4.3) as well as standards met with conditions.
2. Continue to revise assessment tools so that there is a clear and explicit alignment between criteria/indicators and NCTE/NCATE standards, particularly in generic forms used across multiple content areas.
3. Continue to revise assessments, especially those that address Standards 3.1 and 3.7, to document not only candidates' content knowledge but also their ability to integrate that content knowledge into planning and instruction.

**Please click "Next"**

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