# Program Report for the Preparation of English Language Arts Teachers

**National Council of Teachers of English (NCTE)**

**Option A**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

<table>
<thead>
<tr>
<th>COVER SHEET</th>
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1. **Institution Name**

   College of Charleston

2. **State**

   South Carolina

3. **Date submitted**

   MM  DD  YYYY
   03  / 15  / 2012

4. **Report Preparer's Information:**

<table>
<thead>
<tr>
<th>Name of Preparer:</th>
<th>Ext.</th>
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</thead>
<tbody>
<tr>
<td>Angela Cozart</td>
<td></td>
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<tr>
<td>Phone:</td>
<td>Ext.</td>
</tr>
<tr>
<td>(843) 953-6353</td>
<td></td>
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<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cozarta@cofc.edu">cozarta@cofc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

5. **NCATE Coordinator's Information:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Ext.</th>
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<tbody>
<tr>
<td>Sara Davis</td>
<td></td>
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<tr>
<td>Phone:</td>
<td>Ext.</td>
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<tr>
<td>(843) 953-8050</td>
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<tr>
<td>E-mail:</td>
<td></td>
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<tr>
<td><a href="mailto:daviss@cofc.edu">daviss@cofc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

6. **Name of institution's program**

   Bachelor of Science in Secondary Education English
7. NCATE Category

| English Education |

8. Grade levels\(^{(1)}\) for which candidates are being prepared

| 9-12 |

\(^{(1)}\) e.g. 7-12, 9-12, K-12

9. Program Type

| First teaching license |

10. Degree or award level

| Baccalaureate |

| Post Baccalaureate |

| Master's |

11. Is this program offered at more than one site?

| Yes |

| No |

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

| English |

14. Program report status:

| Initial Review |

| Response to One of the Following Decisions: Further Development Required or Recognition with Probation |

| Response to National Recognition With Conditions |

15. Is your unit seeking

| NCATE accreditation for the first time (initial accreditation) |

| Continuing NCATE accreditation |

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

| Yes |

| No |
SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCTE standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Description of the criteria for admission to the program, including required overall GPAs and minimum grade requirements for English content courses accepted by the program. Also describe any other requirements such as standardized testing results, recommendations, and/or entrance portfolios. (Response limited to 4,000 characters)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

   EDFS456EN1_SYLLABUS.pdf

See Attachments panel below.

5. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

   English_Program_of_Study.pdf

See Attachments panel below.

6. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(2)</th>
</tr>
</thead>
</table>
NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 7. Faculty Information

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

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Cozart, Angela Crespo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. Foreign Language Methodology, University of Tennessee Master's in English - University of Tennessee Master's in Curriculum and Instruction - University of Tennessee</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>-Teaches courses -Supervises clinical practice interns -M.A.T. Program Director</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>National Association of Holmes Scholars Alumni Presidents Commission on Diversity Service: Nominated for Diversity Woman of the Year Award</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>-Former certified high school English Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Hartshorn, MaryAnn M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Education Policy, Planning and Administration, University of Maryland at College Park</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>-Teaches Foundation of Education class</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>-Will present paper: Working with Future Teachers at 32nd International Association for Human Caring Conference in San Antonio, Texas in June, 2010 - Paper presented: Being-With Students in the Classroom at International Association for Human Caring Conference in Chapel Hill, NC - Paper presented and workshop conducted on The Value of High School Book Clubs at Maryland Association School Librarians Conference in Howard County, Maryland</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>-Has supervised clinical practice interns in middle and high school in Maryland - Holds current Maryland Professional Licenses in secondary English - Associate Director and Teacher Consultant for the Maryland Writing Project at Towson University - Former certified high school English teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Hicks-Townes, Faye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D., Educational Foundations, University of Tennessee at Knoxville</td>
</tr>
</tbody>
</table>
University:

Assignment: Indicate the role of the faculty member:
- Teaches 2 Introduction to Education courses and 1 History and Philosophy of Education course
- Supervises clinical practice interns

Faculty Rank: Visiting Associate Professor

Tenure Track: YES

Scholarship:
- Co-Editor of The struggle for identity in today's schools: Cultural recognition in a time of increasing diversity
- Published article, Integrating Multicultural Content into Preschool Curriculum, in The Journal of Multicultural Education
- Elected Treasurer of National Association of Holmes Scholars Alumni (NAHSA)

Teaching or other professional experience in P-12 schools:
- Has supervised clinical practice interns in elementary schools in Charleston area from 2009 - present
- Has worked in partnership with local low-performing high school (Burke) since 2006
- Former certified high school English teacher

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

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

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
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</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
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<tr>
<td>Assessment #2: Content knowledge in English (required)</td>
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<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
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<tr>
<td>Assessment #4: Student teaching or internship (required)</td>
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<td>Assessment #5: Candidate effect on student leaning (required)</td>
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<tr>
<td>Assessment #6: Additional assessment that addresses NCTE standards (required)</td>
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<tr>
<td>Assessment #7: Additional assessment that addresses NCTE standards (optional)</td>
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<tr>
<td>Assessment #8: Additional assessment that addresses NCTE standards (optional)</td>
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</table>

1. 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.

Category 1.0 Structure of the Basic Program. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. (Found in Section I, Context)

2. Category 2.0 Attitudes for English Language Arts. 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.
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.

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

2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.

2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.

3. Category 3.0 Knowledge of English Language Arts. 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.

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

3.3 Candidates demonstrate their knowledge of reading processes.

3.4 Candidates demonstrate knowledge of different composing processes.

3.5 Candidates demonstrate knowledge of, and use for, an extensive range of literature.

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

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

4. Category 4.0 Pedagogy for English Language Arts. 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.

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

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

4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral,
written, and/or visual forms.

4.6 Candidates engage students in critical analysis of different media and communications technologies.

4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

4.8 Candidates engage students in making meaning from texts through personal response.

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

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and

(2) Assessment Documentation  
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);  
f. The scoring guide for the assessment; and  
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL:  
http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

1. Data licensure tests for content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

2. Assessment of content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

See Attachments panel below.

(13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included
3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTE standards that could be addressed in this assessment include but are not limited to Standard Categories 2 and 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

| REVISED Assessment 3 Long Range Plan.doc |

See Attachments panel below.

4. 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 Standard Categories 2, 3 and 4. An assessment instrument used in student teaching should be submitted. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

| REVISED Assessment 5 Candidate Work Sample.doc |

See Attachments panel below.

6. Additional assessment that addresses NCTE Standard Category 2.0. If that Category has been addressed sufficiently in other assessments, any assessment that addresses NCTE standards can be submitted. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

| REVISED Assessment 6 Daily Lesson Plans.doc |

See Attachments panel below.

7. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV
8. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90

(Response limited to 24,000 characters.)

Condition 1 - Revise Assessments, 3, 5, and 6 so that alignment with cited NCTE standard is clear. Assessments 3, 5, and 6 have been aligned with NCTE standards (see evidence attached for Assessment 3, 5, and 6).

Condition 2 - Each assessment indicated as meeting a standard must appear in the Relationship of Assessment to Standard matrix (Section III), and must contain a scoring guide (rubric) and candidate data analysis. Assessments appear in Relationship of Assessment to Standard matrix (see section III) and all contain a rubric (see evidence for all assessments).
Condition 3A - When using grades as evidence for Assessment 2 Content Knowledge, use the NCATE/NCTE protocol. NCATE protocol has been used in new table (see evidence for Assessment 2).

Condition 3B - Include evidence that knowledge of various reading processes are evaluated (usually a part of literature coursework).

- In ENGL 319 – Literary Criticism, students study one text and learn to read the same text through different literary lenses (ex. feminist, Freudian, post-Colonial, etc), thus using various reading processes. ENGL 319 studies major critical approaches to literature, in theory and practice, from Aristotle to the present.
- In ENGL 201 – British Literature to 1800, students perform readings and engage in analysis of poetry, prose, drama, and expository writing with emphasis on close reading and literary history.
- In ENGL 305 - Advanced Composition, candidates learn theories of composition through close readings and analysis, and study the theory and principles of composition and the application of these principles in their own writing.

Condition 4 - Provide evidence that Standard 2.3 is measured by Assessment 3 and 5 and that Standard 2.6 is measured by Assessment 5.

Assessments 3 (Long Range Plan) and 5 (Candidate Work Sample) take place during clinical internship. During the internship, English candidates meet with other English teacher candidates and their College Supervisor for a seminar on a weekly basis. During this seminar, students share their reflections, what has occurred in class and the work they are completing for their Long Range Plans and Candidate Work Samples. Both these assessments are ongoing during clinical internship; candidates include, take out, and revise information based on what they learn during the internship and seminar and their reflections thereon. During their internship candidates also attend the Transition to the Profession Conference, which involves the Superintendent of the Charleston County School District, principals, and other professionals in the community. Interns also attend Recruitment Receptions (hosted by the school districts) and an Employment Expo (hosted by the School of Education, Health, and Human Performance) to meet and greet principals and human resources personnel. During these functions, candidates collaborate with both faculty, other candidates, principals, and other professionals in the community.

2.6. This standard is assessed in the Long Range Plan (see Assessment 3) ADEPT Addendum (see Assessment 4), not in the Lesson Plan (see Assessment 6).

Condition 5 - Address the discrepancy in numbers of candidates/completers (See Part E).

English Teacher candidates at the College of Charleston work on two majors: English and education. Some students who join the dual program leave the program for various reasons:

a. The clinical internship semester, during which they cannot hold employment, proves to be too much of a financial burden.
b. After completing some of their field experience hours, some students realize that the teaching profession is not for them.
c. Some students realize they can circumvent the clinical internships and go directly into the classroom by entering South Carolina’s PACE (Program of Alternative Certification for Educators).

Part E1 - The program's matrix, assessments, and rubrics do not match each other. Assessments are superficially aligned with NCTE standards. Further, data are presented using results generated from generic rubrics, not the NCTE standards embedded in the evaluation instruments. All assessments have been aligned with NCTE standards (see evidence attached for all assessment).

Part E2 - The English faculty covers many areas of expertise, but none in English education.
The School of Education, Health, and Human Performance has three English education faculty members who have experience as English high school teachers: Drs. Cozart, Hicks-Townes, and Hartshorn. All three have supervised candidates during their clinical internship; Dr. Cozart teaches EDFS 455 - Literacy and Assessment in the Content Areas and Dr. Hicks-Townes teaches EDFS 456 - Teaching Strategies in the Content Areas, and Dr. Hartshorn taught EDFS 460 - Clinical Practice in the Content Areas. In addition, this fall we will also have Dr. Burke Quinn, another English educator, as a faculty member. See Section 1, Part 7 for the three English education professors credentials

Part E3. There is no English methods course. The methods course for English candidates is EDFS 456 - Teaching Strategies in the Content Area English. This course provides an in-depth content specific study of teaching methods and strategies for secondary education minors. The theory and practice of teaching in the specific content areas are the focus of the course; the goal is to reflect current state and national standards. A professional model using reflective practitioner practices is used in conjunction with practicum field placement. Students must register for a section corresponding to their academic major (English). The syllabus has been uploaded as evidence to Section 1 Part 4. The program of study worksheet has been uploaded as evidence to Section 1 Part 5.

Part E4 - The number of candidates in the program is large, but the number of program completers is very small. Please address the reasons for this apparent discrepancy in the next report. This has been addressed with Condition 5.