

## **BS Education (English Teaching Field) 2004-2005**

### **I. Mission / Purpose:**

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgements, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

### **II. Expected Results:**

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully, *be rated with either agree or strongly agree that the candidate knows and is able to successfully teach Science content by the English Language Arts certified supervising teacher and a faculty observer from the content area during internship*, and will complete the internship with a grade of B or higher.

### **III. Assessment Tools:**

- PRAXIS I
- PRAXIS II
- *Content area indicators rubric*
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

### **IV. Assessment Results:**

*Through the alignment of this program with current NCTE standards, the program has had significant changes. Collection of data and limited analysis on the changes to the assessment system has begun. Implementation of the revised program will provide additional data during the 2005-2006 year.*

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be

reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios; ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

*An additional Content Area Indicators evaluation rubric has been added to the group of assessments. This evaluation instrument is to be completed by the South Carolina English Language Arts Certified teacher that serves as the clinical supervisor for the student intern and a faculty observer from the content area. For a candidate to successfully complete their internship, the supervising teacher and the content area faculty member must feel comfortable agreeing that the candidate has appropriate and adequate content background.*

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

**Resources needed:**

- 1. To facilitate organization, evaluation and dissemination of the data that is accumulating on Teacher Candidates, the Teacher Education Division needs access to a database collection system and technology support. Further, because of needed unit alignment, this system needs to mesh with programs utilized by the other divisions.*
- 2. Due to the retirement of a key faculty member, growing numbers of undergraduate students, and concerns about the use of adjunct university instructors and supervisors, additional faculty members are needed in the Teacher Education Division.*
- 3. Continued support from English faculty in terms of programmatic changes, advising and the supervision of student interns is needed. It would be helpful to English faculty if their activities in relation to this program were recognized in some formal way by the administration.*

## **V. Major Actions and Issues**

*During the past year, the institution eliminated its BS in Secondary (7-12) Education English Language Arts Teaching Field program. There are remaining candidates in the program who will complete their program of study over the coming years. Also, the institution has begun the process of preparing a Middle Grades (6-8) Language Arts Education program in the hopes that new students will be encouraged to become teachers. (In this program, undergraduate candidates will seek certification in two content areas.)*