Final Report

NCTE/NCATE Research Project on the Assessment of the

Preparation of Teachers English Language Arts

Submitted by the

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January 2001

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FINAL REPORT

ASSESSMENT OF STANDARDS
FOR TEACHERS OF ENGLISH LANGUAGE ARTS

December 2000

The National Council of Teachers of English (NCTE) and The National Council of Accreditation for Teacher Education (NCATE) Committee was formed to develop criteria for assessing the sixty-three standards for preparing teachers of English language arts (see Appendix I). In addition the committee was asked to analyze commonly used commercial tests to determine the suitability of current assessments of candidates for licenses in teaching English language arts. Funds were provided by a grant from NCATE, which had invited certain of its specialty organizations to develop criteria for assessing their standards. The committee initiated the project in the summer of 1999 and concluded in the fall of 2000.

The committee felt it important to include perspectives of those who prepare teachers of grades 7–12, those who hire and mentor new teachers, and more recent graduates of teacher education programs. In addition, the committee members included teachers who are African American, Latina, and Asian American and from a range of geographical regions and types of schools.

The members of the committee represented important viewpoints: college of education deans and professors of English language arts education, experienced teacher leaders from high school and middle school English language arts, a newer teacher of middle school, a recent graduate of a teacher education program, and a professor of inquiry and the study of learning, teaching and assessment. One member was recently NBPTS certified; two members served on the executive board of the NCTE Conference on English Education; one was chair of the Standing Committee on Teacher Preparation; one was Chair of the NCTE/NCATE Program Standards Review; one was NCTE/NCATE Representative; and one was on the NCATE Middle Grades Integrated Language Performance Assessment Committee.

Goals

1. Identify equitable criteria for assessing the *NCATE Program Standards: Standards for the Initial Preparation of English Language Arts Teachers for Middle School/Junior High and Senior High Teaching* (hereafter referred to as NCATE Program Standards which incorporate the knowledge, attitude and skills in the 63 standards);
2. Review and compare commercial assessments to determine their degree of alignment with the NCATE Program Standards;
3. Develop illustrations of the forms of assessments that would be appropriate for the NCATE Program Standards, defining qualities of performance candidates might demonstrate.

The goals were reviewed by both the committee and the executive committee of the Conference on English Education.

GOAL 1
Identify equitable criteria for assessing the NCATE Program Standards

Through this goal, the committee believed, along with experts in assessment, that it would be possible to establish equitable criteria if and only if multiple measures are used. Further, it recognized that multiple measures are currently used by colleges and universities and other agencies which prepare teachers and that to attempt to duplicate measures for use beyond those already in place would be both expensive and perhaps counter-productive. The committee selected 30 of the current NCATE Program Standards which focus primarily on content knowledge (see Appendix III). It called these 30 standards "NCTE Standards for Assessment" and aligned them with the K-12 NCTE Standards for the English Language Arts, so that it was clear how teacher preparation standards are aligned with teaching/learning standards in English language arts, K-12. Criteria for assessment were established by modifying a set of principles from the NCTE/International Reading Association (IRA) Guidelines (see the list of six, below).

Background of the Standards

The current NCATE Program Standards are based on the NCTE document, *Guidelines for the Preparation of Teachers of English Language Arts*, published in 1996. The Guidelines were the culmination of four intensive years of work, which, in fact, went back to, most recently the set of guidelines in 1986 and before that in 1976. The committee that prepared the current Guidelines numbers twenty individuals selected by NCTE for their stature in the field of teaching English language arts and the preparation of teachers. The members of the committee met frequently and shared insights and issues with each other electronically as well. They consulted with the profession through a mammoth amount of reading of research and theory both in English education and in teacher education in general and through direct consultation with other experts in the field. The process was similar to the one used recently by NCATE in preparing the cross-disciplinary guidelines for the preparation of elementary teachers.

Frequent restructuring of the Guidelines took place during their preparation, and drafts were shared with a broad representation of English and general teacher education faculty. The finished manuscript was then submitted to NCTE, which carried out its own process of review involving the leadership of the organization and outside consultants. The Guidelines were then approved by the NCTE Executive Committee and published.

Once the document was published, separate committees of NCTE—the NCTE/NCATE Coordinating Committee, the NCTE/NCATE Folio Review Program Committee, with help from the NCTE Standing Committee on Teacher Preparation—began the work of turning the narrative guidelines into a format usable for review of specific programs.

The document *Guidelines for the Preparation of Teachers of English Language Arts,* 1996 Edition, (previous editions: 1976,1986) is the philosophical foundation for teacher education in English. From this document, a matrix for guiding programs in English education

was developed in 1988, then approved by both NCTE and the Specialty Areas Studies Board of NCATE . The matrix is reviewed every five years and appropriate changes have been made periodically since 1988. The original document was named the *NCTE/NCATE Guidelines for* the *Preparation of Teachers* of *English Language Arts*. Over the years the guidelines have enabled programs to have leeway, to make judgments that fit their own local needs while meeting nationally-approved directions in teaching and learning English. After some three years of considering the national movement toward standards and after NCTE established its own K-12 standards for English language arts, the NCTE/NCATE Coordinating Committee of NCTE accepted the direct renaming of guidelines as standards (October 1998). The document name was changed again and is now called *NCATE Program Standards: Program for Initial Preparation of Teachers of English Language Arts for Middle/Junior High and Senior High School Teaching* (as mentioned above and shortened in this document to NCATE Program Standards). This document represented the first attempt at using performance-based language occurred (see Appendix 1), indicating that teaching is to be judged by the "performances" of the candidates for licenses to teach English language arts. How to measure such performances has been controversial in the literature. Everyone agrees that multiple measures are necessary, but results seem to focus on one or two standardized tests (see Appendix V). In that atmosphere, NCTE considered a proposal from NCATE that it determine how its new "standards" might be assessed. NCTE delayed a year before accepting the invitation because it was skeptical about the likelihood of states using multiple measures of assessment at all; however, it formed a committee in 1999 and began work.

Principles for Assessment

The committee articulated a set of principles to guide its work on this project, principles adapted from the NCTE/IRA Assessment Guidelines.

1. Teacher candidates need to be involved in assessing their own learning.
2. Assessment should be a continuous part of the candidate's program.
3. Assessment must reflect and account for the intellectually complex nature of teaching English language arts.
4. Assessment must incorporate multiple perspectives and multiple sources of data.
5. Assessment should be fair, equitable, and ethical.
6. The major purpose of assessment should be to improve teaching, learning, and professional growth.

Having agreed upon these larger guiding principles, the committee did agree that a well-designed paper-and-pencil test, used in concert with other forms of assessment, could provide significant information about a candidate's knowledge in relation to a number of the NCATE Program Standards.

GOAL 2
Review and Compare Commercial Tests to Standards

Introduction

The second goal was to be met by reviewing the commercial tests used by the 50 states (and Washington DC), identifying the most frequently used , then determining the validity of the tests by the degree to which they aligned with the NCTE Standards for Assessment.

The committee discussed its mission and shared its various perspectives on several occasions face to face and over a period of months on a very active e-mail listserv. The NCTE Program Standards clearly represent highly complex pedagogical content knowledge, performance skills, and dispositions. The intent of the original guidelines was to guide professionals who know the teacher candidates well and observe their work through a wide range of student performances in university courses and in schools. The intent of the current program standards is described below under "Illustrations," Goal 3. The committee, then, could not conceive of a score on a single paper-and-pencil test as the determining factor in selecting beginning teachers.

Concurrent with the committee's initial discussions, a survey of states was conducted to determine what tests are in current use to assess teacher candidates. As a result of this survey, Praxis II, developed by ETS and used as a requirement for licensure or certification in at least 21 states, was selected for review (see Appendix II).

Procedures

The committee met to set criteria and to plan a visit to ETS to review the Praxis II tests in English language arts. In preparation for this visit, the committee reviewed the NCATE Program Standards (referred to as standards below) and discussed the criteria it would use in evaluating the tests. The criteria evolved from the major questions which the committee wanted to ask regarding any proposed test of new teacher knowledge. The questions and the resulting criteria included the following:

Research Question: **What is the alignment between the content of the test and the content focus of the standards?**

Criterion 1 [content alignment]: The content of the test aligns well with the content focus of the standards, particularly knowledge about the English language; oral, visual, and written literacy; reading processes; composing processes; an extensive range of literature; and the range and influence of print and non-print media and technology in contemporary culture, including print and non-print texts. [NCATE Program Standards 3.1–3.6 (see Appendix I).]

- Criterion 2 [content representation]: There is an appropriate distribution of British, American, Contemporary, World, and Young Adult works, and works from a range of male and female authors, and authors of color.

Research Question: **What is the alignment between the content and structure of the test and the current philosophy and best practice about teaching English language arts as articulated in the NCTE** *Guidelines for the Preparation of Teachers of English Language Arts* **and as derived from the experiences of reviewing past programs in institutions through NCATE?**

- Criterion 3 [integration]: The test reflects the integrated nature of English language arts.

- Criterion 4 [foundation perspective]: The test reflects current knowledge and best practice in the teaching of English language arts.

Research Question**: How important or relevant is the knowledge necessary to answer test questions correctly in addressing the standards?**

- Criterion 5 [knowledge representation]: The content of the test represents knowledge beyond the ability merely to comprehend any text and write clearly about any topic.

Research Question: **What level of understanding/knowledge is required to provide a "correct" response to the questions asked on the test?**

- Criterion 6 [knowledge conception]: The test requires higher order thinking (more than recall and recognition).

The committee met at Educational Testing Service in Princeton on January 28 and 29, 2000. The ETS staff provided all committee members with the documents for analysis (see Appendix IV for data).

Members were informed about test construction, including the way ETS uses the Job Analysis to build test specifications which are then used to construct individual tests. Following this presentation, each member of the committee was provided a copy of each test, including the following:

- Test 0041: English Language, Literature and Composition: Content Knowledge. This is a 150-item multiple-choice test used by 21 states.
- Test 0042: English Language, Literature and Composition: Essays. This consists of two essay questions. This test is used by 12 states.
- Test 0043: English Language, Literature and Composition: Pedagogy. This is also a two-question essay test. Nine states use this test.
- Test 0049: Middle School English Language Arts. This test is used by 12 states. It consists of 90 multiple-choice and two constructed-response questions.

{Note: In the replies to our survey, many states did not specify which test(s) they use. For the sake of accuracy, this information was obtained from ETS's Praxis Registration Bulletin.}

Data Analysis

For the multiple-choice test "English Language, Literature and Composition: Content Knowledge" (test 0041), the most commonly used test, and the multiple-choice part of the test for Middle School English language arts (test 0049), the committee worked in dyads, reading each question and asking these questions related to the criteria:

- What, if any, standard does the question address?
- Does this question require content or pedagogical knowledge beyond reading comprehension?
- Does this question require higher order thinking skills or only recall/recognition?

Following this analysis, the committee members pooled their data using a grid with each of the NCATE Program Standards and entered test questions that seemed well aligned to the standards and met the assessment criteria. The committee then together discussed the extent to which each test as a whole reflected the integrated nature of English language arts and the extent to which each test reflected current knowledge and best practice in the teaching of English language arts. The items on the "job analysis" and the test specifications were also assessed by the committee for their fit with the current NCATE Program Standards.
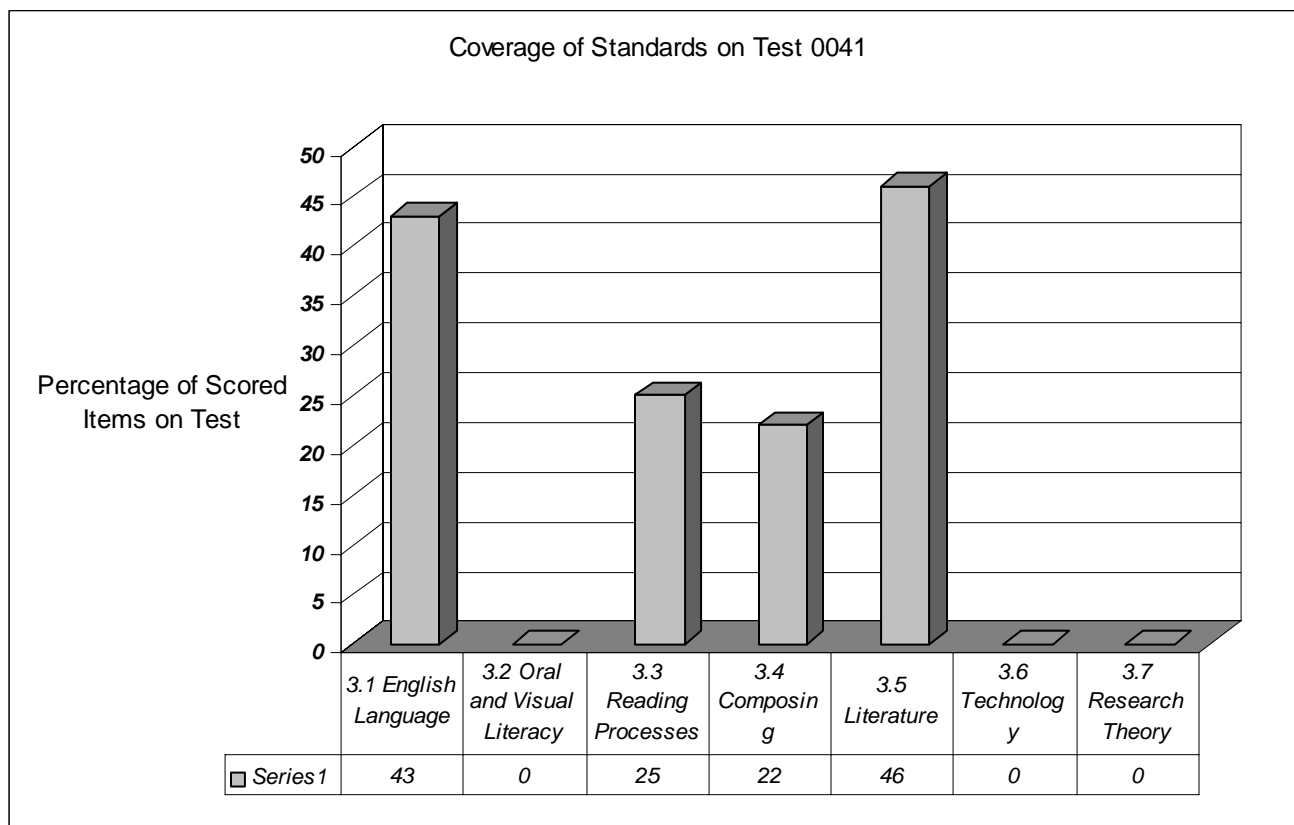
Results and Interpretation

The results of the review of the ETS Praxis II materials are presented here with each of the selected criteria:

Test 0041: English Language, Literature and Composition: Content Knowledge

- Criterion 1 [content alignment]: The content of the test aligns well with the content focus of the standards, particularly knowledge about the English language; oral, visual, and written literacy; reading processes; composing processes; an extensive range of literature; and the range and influence of print and non-print media and technology in contemporary culture, including print and non-print texts. [NCATE Program Standards 3.1–3.6, as elaborated in the NCTE Guidelines.]

    Finding: There is insufficient material on the test regarding the key content knowledge listed in the criterion. Particularly noted was the lack of questions about oral and visual literacy, non-print media, technology, and research theory and relatively few about writing. Note that some instances overlap so that percentages in Chart 1 do not add to 100%.

Chart 1

Coverage of Standards on Test 0041

	3.1 English Language	3.2 Oral and Visual Literacy	3.3 Reading Processes	3.4 Composing	3.5 Literature	3.6 Technology	3.7 Research Theory
Series1	43	0	25	22	46	0	0

Percentage of Scored Items on Test

- Criterion 2 [content representation]: There is an effective distribution of British, American, Contemporary, World, and Young Adult works, and works from a range of men and women, and authors of color.

  Finding: Literature by young adult authors and authors of color, particularly Native American, Latino, and Asian American authors, was underrepresented. Literature by women was underrepresented.
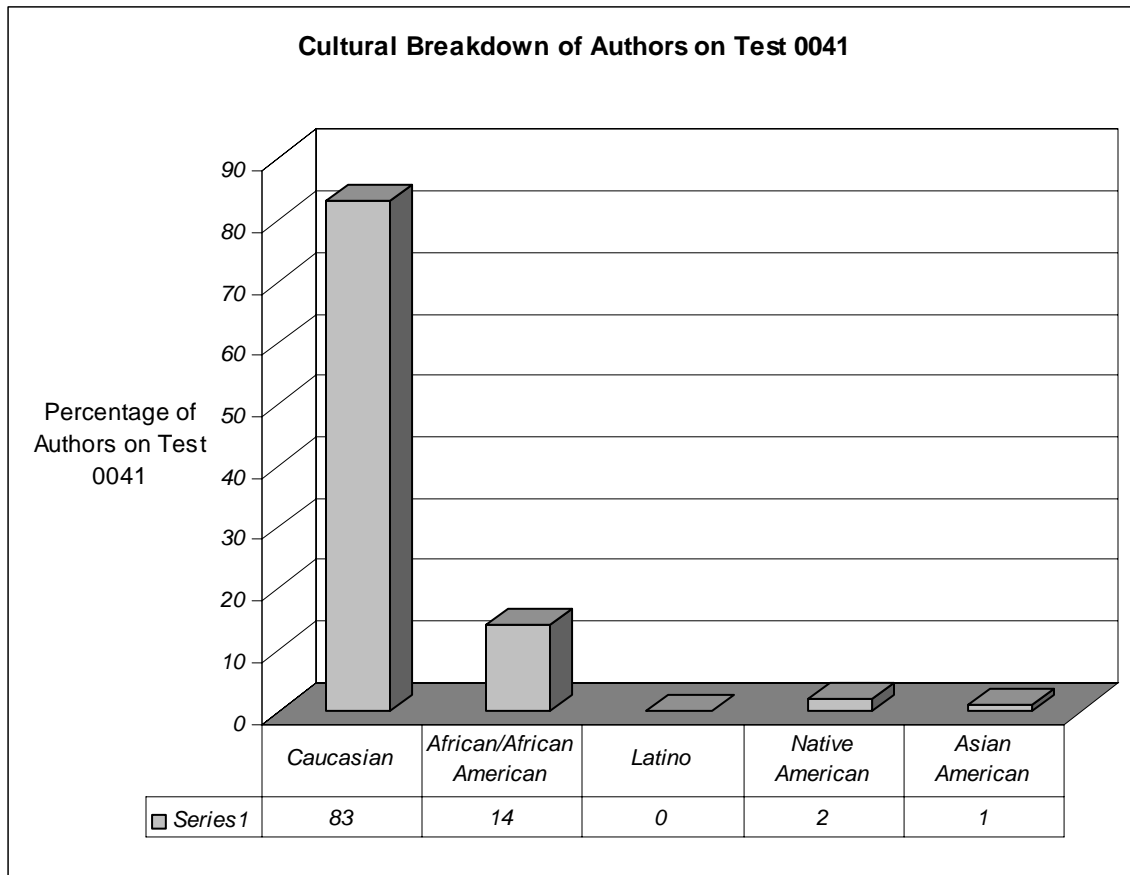
Chart 2

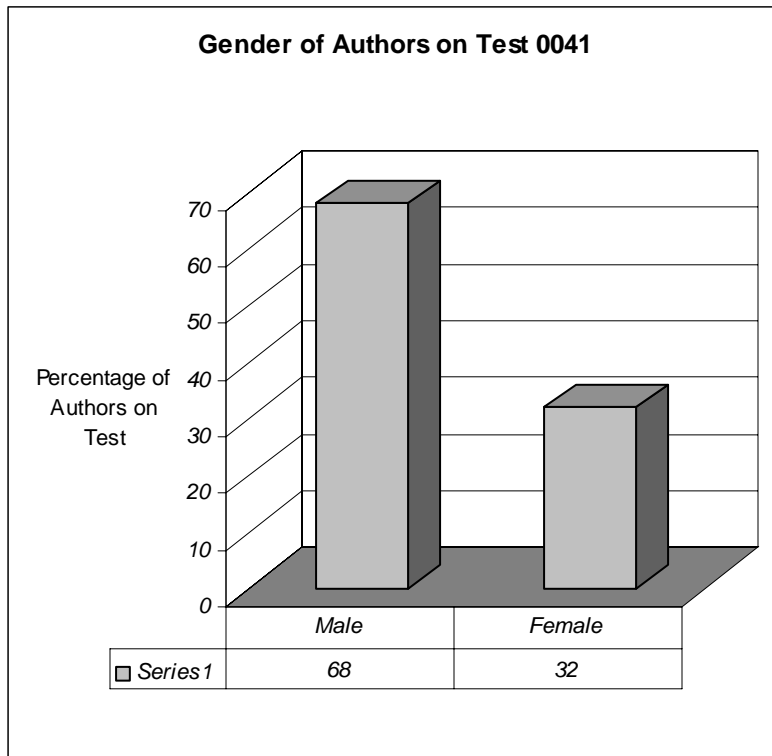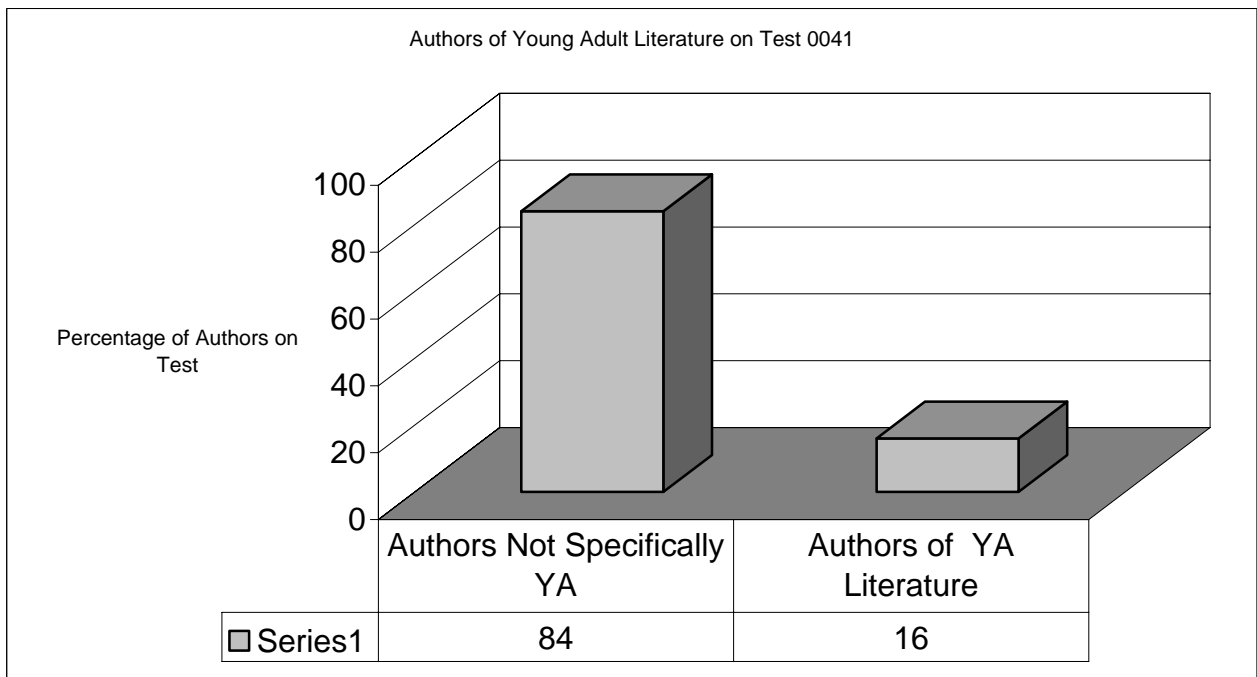**Cultural Breakdown of Authors on Test 0041**

	Caucasian	African/African American	Latino	Native American	Asian American
Series1	83	14	0	2	1

Percentage of Authors on Test 0041

Chart 3

Gender of Authors on Test 0041

Percentage of Authors on Test	Male	Female
Series1	68	32

Chart 4

Authors of Young Adult Literature on Test 0041

Percentage of Authors on Test	Authors Not Specifically YA	Authors of YA Literature
Series1	84	16

Criterion 3 [integration]: The test reflects the integrated nature of English language arts.

Finding: The test clearly split literature from language and writing study. The committee recognizes that the linear process inherent in reporting standards and in making tests is contrary to best practice in actual teaching which integrates these separate items; however, there appears to be no attempt to interrelate the categories. It appears that they are deliberately kept separate from one another and there are no individual questions which even hint at integration of literature/language/writing.

- Criterion 4 [foundation perspective]: The test reflects current knowledge and best practice in the teaching of English language arts, as reflected in both the K–12 NCTE Standards for English Language Arts and the Guidelines *for the Preparation of Teachers of English Language Arts*.

  Finding: The job analysis was judged to be outdated, based on outdated philosophies of what it means to teach English language arts. The questions about language, for example, suggest that doctrines of correctness supercede language as an object of inquiry and play. In one question that appears to treat language differently, the answer expected is based solely upon the ability to read the question. In the committee's judgment, as long as the current job analysis is used as the basis to construct tests, those tests will not meet this criterion.

- Criterion 5 [knowledge representation]: The content of the test represents knowledge beyond the ability merely to comprehend texts and write clearly.

  Finding: Almost one-third of the multiple choice questions required no more than ability to read and comprehend a passage.

- Criterion 6 [knowledge conception]: The test requires higher order thinking (more than recall and recognition).

  Finding: Almost 75 percent of the multiple choice questions required no more than recall and recognition.

Knowledge Level on Test 0041

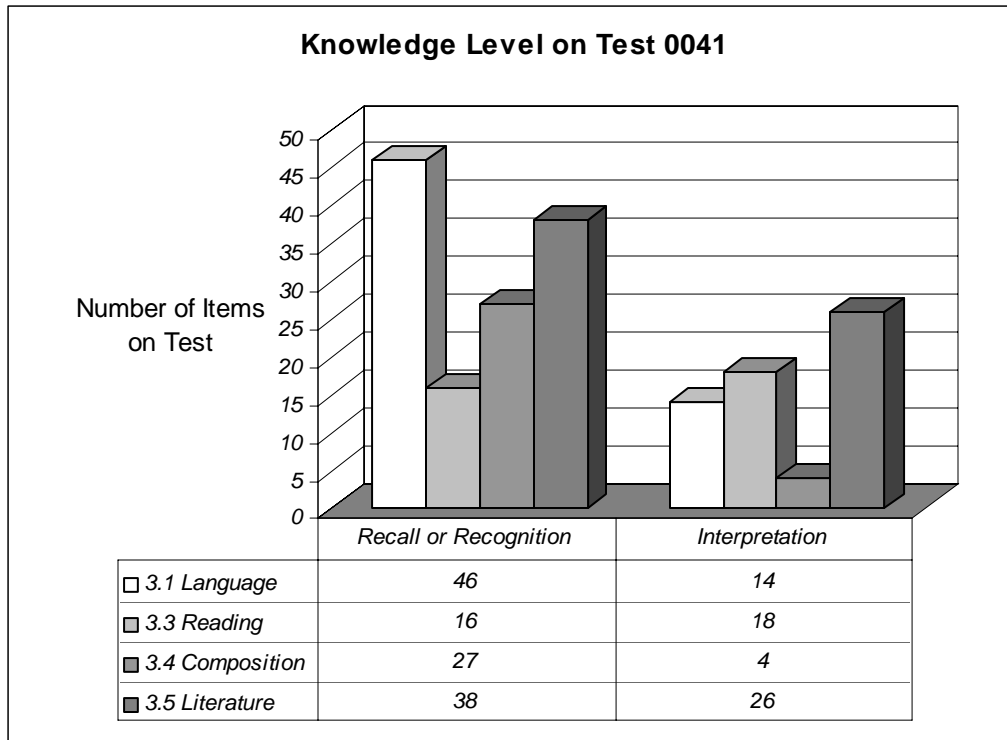|	Recall or Recognition	Interpretation
☐ 3.1 Language	46	14
☐ 3.3 Reading	16	18
☐ 3.4 Composition	27	4
☐ 3.5 Literature	38	26

Chart 5

Constructed Response Tests

These tests include "English Language, Literature and Composition: Essays" Test 0042), "English Language, Literature, and Composition: Pedagogy" (Test 0043) and the constructed response part of "Middle School English Language Arts" (Test 0049).

Test 0042: English Language, Literature, and Composition: Essays.
Test Code/Form Code: 0042048; Test Form: 3SPX0042.
The test specifications, prompt, scoring guide and rubric appear to match and contribute to meeting NCTE/NCATE standards 3.4.2: The candidate will produce different forms of written discourse and 3.5.1.6: The candidate has a knowledge and understanding of works of literary theory and criticism.

Test 0043: English Language, Literature, and Composition: Pedagogy.
Test Code/Form Code: 0043028; Test Form: 3QPXI.
Description of Test from Specification:
The test is composed of two questions. The first is a 40-minute essay question on teaching literature. The question presents a literary passage and asks the examinee to identify an appropriate objective for teaching the passage to a particular group of students and to describe an activity related to that objective.

The second is a 20-minute question that requires examinees to respond to a piece of student writing. Examinees are asked to write a response in which they identify the strengths and weaknesses of the draft and give the student guidance in revising it.

A few committee comments about the particular tests reviewed:

- The scoring notes contradict what students are asked to do in the prompt.
- Rubric: many "unsuccessful responses" in the scoring notes would be "successful" if judged by current composition theory.
- There is inconsistent alignment among specs, prompts, rubric and specific scoring notes.
- Specs say individual or collaborative assignments; no prompt is collaborative
- One spec is not addressed in the prompt and scoring guide.

Test 0049: Middle School English Language Arts
Test Code/Form Code: 0049034; Test Form: 3VPX1

This test consists of 90 multiple choice questions and two constructed response questions. The test description from the Test Specifications for the constructed response questions:
   The two equally weighted constructed-response questions constitute approximately 25% of the examinee's score and emphasize the use of critical thinking skills. One question will ask examinees to interpret a piece of literary or nonfiction text and/or to discuss an approach to interpreting texts; the other question will ask examinees to discuss an approach to the writing process and/or strategy for rhetorical development.

Committee comments on first constructed response item (91):

- There is a disconnect between the question prompt and the specifications. The disconnect leads to possible inappropriate scoring. Neither the prompt nor the specs address writing conventions but the scoring guide demands it.
- Specs do not mention the quality of writing.
- In the prompt there is no evidence that the candidates are expected to reveal the meaning of the poem or use of literary terms.
- Scoring guide matches the question but does not match the specs.

Committee comment on second constructed response (92).

- The specifications do not reflect current research findings on the teaching of composition.

Criterion 4 [foundation perspective]: The test reflects current knowledge and best practices in the teaching of English language arts, as reflected in both the K-12 NCTE standards for English language arts and the NCATE Standards for Assessment.

Finding: The constructed response tests reflect an outdated notion of content and pedagogy of English language arts. For example, students are required to construct a response based on a

given pedagogical scenario that does not represent the NCATE Standards for best practices. Overemphasis on form in writing and under-emphasis of comprehension and meaning-making.

<u>Criterion</u> 5 [knowledge representation]: The content of the test represents knowledge beyond the ability to comprehend texts or write clearly.

Finding: The constructed response questions are scored primarily for the candidate's ability to write a well-organized, clear essay, regardless of content.

Conclusions

Based on the analysis of the ETS materials provided the NCTE team, the committee concludes that none of the current tests satisfies the minimal criteria for content knowledge standards in English language arts.

Given the committee's Principles of Assessment, and criteria for evaluating teacher candidate performance in English language arts, the committee does not recommend or endorse the ETS tests currently in use as a major indicator of candidate performance on the English language arts content knowledge standards. The committee is, therefore, unable to provide suggested cut scores or levels of proficiency using the materials analyzed.

GOAL 3
Develop Illustrations of Assessments

NCTE has established standards that describe what teachers of English language arts should know and be able to do so that their students will learn appropriate content in the English language arts. The evidence to determine whether English language arts teacher preparation programs are of high quality is evidence that candidates have achieved an acceptable level of performance in the standards. This evidence of achievement is collected from assessments that demonstrate a candidate's knowledge and teaching performance. **NCTE expects to rely upon programs to define levels of performance for candidates and to render professional judgments about the levels of performance that must be expected of those candidates**.

Any assessment plan and assessment information ought to be credible, or accurate and consistent. Reliability means that successive samples of performance from the same candidate is expected to be reasonably related. Validity calls for assessment information that measures what is important for the decision to be made. Consequently, programs should provide evidence that their assessment activities offer a credible, reliable and valid portrayal of candidate performance. Assessment systems also need to be fair—lacking bias, showing equitable treatment throughout the assessment process, providing equality in testing and fairness of opportunity to learn what is in the standards for English language arts candidates.

Program leaders might consider how they can best represent the level of expectations for candidate performance. It would be helpful to have in place an operational, overall assessment plan which offers access to performance information throughout the preparation of candidates; programs might have checkpoints or gateways that provide assessment points at key stages of the preparation process. Such checkpoints might call for review of academic progress (e.g., GPA, testing results, proficiencies, field evaluations, portfolio progress reviews, including candidate self-assessments). There might also be evidence of exit criteria (e.g., what should the candidate know and be able to do by completion of the program and what evidence will be used to determine the candidate is ready for exit?).

The evidence provided by the program might reflect several qualitative characteristics:

- Represent the scope of the standards for English language arts teacher preparation;
- Represent the characteristics of standards—knowledge, practice, attitudes, and effects on student learning;
- Provide information that is credible for program approval decisions, firmly grounded in the English language arts candidate standards;
- Reflect decisions about the nature of the evidence best suited to the institution/program's own context and mission;
- Result from rigorous and systematic efforts by the institution and program to set benchmark performance levels and judgments of its candidates' accomplishments;
- Make use of appropriate summarizing and sampling procedures.

In seeking evidence of candidate performance and a program's assessment of such performance, NCTE through its program/candidate review process looks for information that

clearly documents the program's assessment process and level of expectations for candidates. It is assumed that all programs will be able to demonstrate excellence, but the key issue is whether such excellence is present among all, or most, of the program's candidates. For example, candidate proficiency results may be summarized through averages, spread of scores, and distribution of rubric scores. **Summary results are critical because NCTE/ NCATE's interest is in making decisions about program quality rather than decisions about individual candidates.**   Such summaries can be made meaningful through illustrations such as sample examination questions, examples of written responses, and analytic materials intended to inform program reviewers of the proficiencies that candidates achieve in relation to the standards.

One way to approach the establishment of an assessment plan in a systematic way is to spend time examining the various types and sources of assessment currently used in the program to determine candidate performance levels. Types of assessment cover the full range of assessment forms, including, where appropriate, multiple-choice and open-ended tests. Observations, reflections, teaching demonstrations, analytic work and other forms of evaluative information demonstrating proficiency in teaching are important assessment forms. Sources include assessment information provided from within the program and/or teacher preparation unit or outside Examples of assessment sources from within the program might include end-of-course evaluations, projects, journals, observations by faculty and cooperating teachers, grades and other information readily available for faculty use in determining the level of a candidate's accomplishments in a course. Examples from outside could include candidate performance evaluations during induction years, follow-up studies with graduates and employers, and teacher knowledge examinations **in which content is consistent with the program standards and equivalent state standards**; also included would be academic subject knowledge, essays, and other demonstrations of achievement.

Sample Grid to Plan and Display Performance-Based Evidence

Note: This grid suggests a format that a program might use as part of its efforts to document its assessment efforts and link them to the NCTE standards. Each program would need to adapt such a format to fit its own assessment plan. Descriptions of assessment tasks, with rubrics or other means for judging levels of performance, could be attached. Individual assessment tasks may evaluate candidate performance under more than one standard simultaneously; it is also possible that multiple assessments may be used for more than one standard. It may also be the case that a program may prefer to group together all those standards assessed by a particular assessment task and show the assessment that way; this could reduce the number of times a particular assessment might have to be listed.

Standard	Sources of Evidence										Types of Evidence												
	General Education	English Courses	Education Courses	Methods Courses	Field Experiences	Faculty Observation	Cooperating Teacher Observation	Graduate Surveys	Employee Surveys	Other	Criterion-referenced Test	Norm-referenced Test	Video	Student Work Samples	Case Studies/Vignettes	Candidate Journals	Unit Plans	Lesson Plans	Candidate Writing	Forms of Presentation (Oral and Technology)	Micro-teaching	Student Teaching	Candidate Portfolio
2.1 Demonstrate respect for the worth and contributions of all learners.																							
3.1.3 Show respect for and understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.																							
4.2 Design instruction to meet the needs of all students and provide for students' continuous progress and success.																							
4.5 Create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability.																							

Whatever approach is used in assessing the performance of candidates, the program should show that all standards are addressed and consider response to the following questions:

- Which content knowledge/skills are intended to be assessed by the performance assessments?
- How adequately do the assessment procedures and instruments cover all knowledge and performance called for in the standards?
- What evidence is provided to demonstrate that the faculty appropriately assess the candidate's work at a sufficient and appropriate level?
- What evidence is provided that the program monitors its assessment system on a regular basis and uses performance data to make adjustments to both the system and the program?

A major focus of the NCATE Program Standards is that the performance of the program's candidates ultimately would determine program approval. Performance-based program reviews, therefore, might consider this question: "Is the program preparing English language arts candidates with the appropriate knowledge, teaching strategies, and dispositions to teach students in such ways that those students meet expected levels of performance as reflected in both state and national student achievement standards?" Quality programs of teacher preparation offer candidates opportunities to examine the relationships between the teaching/learning routines and experiences they organize for their students and the student outcomes these may foster. Candidates' performance in such programs become the heart of any candidate assessment plan.

Conclusion

The committee was aware throughout its deliberations that the nation's some 1300 institutions which prepare teachers have had for decades multiple measures for assessing teacher candidates. With the current emphasis upon accountability in teacher education, however, those measures may need a sharper focus upon candidate performance and a clear linkage to an overall candidate assessment system. The committee believes, based upon its review, that teachers, institutions and states would be better served by aligning their programs and candidate expectations with learned society guidelines such as those produced by the National Council of Teachers of English. Any attempt to justify a single, standardized assessment instrument as the determining factor in placing candidates in classrooms is inappropriate.

NCATE Program Standards

Program for Initial Preparation of Teachers of English Language Arts for Middle/Junior High and Senior High School Teaching

Prepared by

National Council of Teachers of English (NCTE)

The NCTE guidelines, now called program standards (effective October 1998), were first approved by NCATE in April 1987; this revision was approved in October 1997. The program standards apply to all initial programs for the preparation of English language arts teachers for middle/junior high and senior high schools.

Institutions seeking NCATE accreditation are required to respond to the curriculum sections of the NCTE *Guidelines for the Preparation of Teachers of English Language Arts* (1996). This document can be purchased for $16.95 (NCTE member price), $22.95 (non-member price), from the National Council of Teachers of English, 1111 West Kenyon Road, Urbana, Illinois 61801-1096.

Introduction

The 1996 edition of the *Guidelines for the Preparation of Teachers of English Language Arts*, prepared by the Standing Committee on Teacher Preparation and Certification of the National Council of Teachers of English, incorporates widespread discussion and review among the NCTE membership and describes what effective teachers of the English Language Arts need to know and be able to do. The *Guidelines* address initial preparation for middle/junior high and senior high English Language Arts preparation. The matrix, adapted from the *Guidelines*, is a frame of reference for analysis of initial teacher education programs in English language arts and describes characteristics programs should exhibit for effective teacher preparation and NCTE/NCATE compliance.

Who should respond to these program standards?

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 program standards. **A separate program review document must be submitted for each program to be reviewed.**

Instructions for Preparing the Program Review Document

The NCATE program review for English language arts must include the items on the cover sheet. The matrix following these instructions must be used to describe components in the program that comply with the NCTE Program Standards. The spaces in the right hand column are for citing courses and components in the program that fulfill the standards in the left hand column. **Submit 4 copies of the program review document.**

A syllabus must be included for any required course cited in the matrix to satisfy a standard. Identification of assigned texts and bibliographies of suggested readings and concise descriptions of class activities/assignments that provide evidence of student performance are especially helpful in understanding a course, and syllabi that include this information are highly preferred; however, NCTE requests syllabi which instructors have actually used rather than syllabi manufactured for the purpose of the program review. One representative syllabus may be submitted for multi-section courses.

In addition to syllabi, other documentation may include (but not be limited to) advising sheets given to candidates, descriptions of the assessment procedures and/or tools (e.g. portfolios, PRAXIS II tests or other tests) used to measure candidate knowledge and achievement, descriptions of out-of-class programs/experiences for English education candidates (e.g., colloquia or future teacher clubs), and appropriate excerpts from student teaching handbooks, or other similar materials.

CHECKLIST

The NCATE program review for English language arts must include the items on this page. A paged table of contents which follows the numbered sequence of items below should be included.

(1)   Overview and Scope (maximum: 12 pages)

!   State the goals and objectives of the program, including explanation of the knowledge base, and philosophy for preparation.

!   Identify which college or department is responsible for preparing English language arts teachers, including who teaches methods courses, who advises candidates, and who supervises student teachers.

!   Include candidates' courses of study in English and education, indicating all relevant requirements, regardless of the reasons for the requirements (for certification, for graduation, etc.). Clearly identify all courses as either requirements or electives.

!   Provide descriptions of field experiences, student teaching and internships, including the length of those experiences and a description of the supervision that is provided. Show how college or university professors and cooperating teachers incorporate the philosophy of the NCTE *Guidelines for the Preparation of Teachers of English Language Arts*.

!   Provide explanation of how and why the program may vary from the standards.

!   Provide list of faculty primarily responsible for the English language arts program, including rank, responsibilities within the teacher preparation program, and tenure status. (Do not send vitae.)

!   Provide number of persons who have completed the program each of the last three years.

!   Submit criteria and description of process used at admission to postbaccalaureate programs to determine adequacy of candidate's academic background in the subject to be taught.

(2)   Completed Matrix

!   Provide course numbers and course names in the blanks to the right, including appropriate page numbers for additional cross-referencing.

(3)   Appendix (maximum: 100 pages)

!   Provide syllabi for all courses cited in the matrix as meeting standards. Include no other syllabi.

!   Submit other documentation. (See "Instructions for Preparing the Program Review Document" for these directions.)

STANDARDS AND MATRIX

**INITIAL PROGRAMS FOR MIDDLE/JUNIOR HIGH AND SENIOR HIGH SCHOOL
ENGLISH LANGUAGE ARTS TEACHING**

Standards	Evidence: performance data, experiences, courses
1.0 Structure of the Basic Program **The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will**	
1.1 complete a specific language arts course of study;	
1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts;	
1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/ junior high and senior high school supervising teachers.	
2.0 Attitudes for English Language Arts **Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will**	
2.1 demonstrate a respect for the worth and contributions of all learners;	
2.2 use the English language arts to help students become familiar with their own and others' cultures;	
2.3 engage in reflective practice and pursue continued professional growth and collaboration with colleagues;	
2.4 help students develop lifelong habits of critical thinking and judgment;	
2.5 take informed stands on issues of professional concern;	
2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;	
2.7 promote the arts and humanities in the daily lives of students.	

Standards	Evidence: performance data, experiences, courses
3.0 Knowledge of English Language Arts **The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.**	
3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will	
3.1.1 show an understanding of language acquisition and development;	
3.1.2 demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;	
3.1.3 recognize the impact of cultural, economic, political, and social environments upon language;	
3.1.4 show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;	
3.1.5 show an understanding of the evolution of the English language and the historical influences on its various forms;	
3.1.6 demonstrate an understanding of English grammars;	
3.1.7 demonstrate an understanding of semantics, syntax, morphology, and phonology;	
3.1.8 show the various purposes for which language is used.	
3.2 The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will	
3.2.1 demonstrate the influence of language and visual images on thinking and composing;	
3.2.2 use writing, speaking and observing as major forms of inquiry, reflection, and expression;	
3.2.3 use the processes of composing to create various forms of oral, visual, and written literacy;	

Standards	Evidence: performance data, experiences, courses
3.2.4 use writing, visual images, and speaking for a variety of purposes and audiences;	
3.2.5 apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.	
3.3 The program prepares the candidate with knowledge and understanding of reading processes; as a result, the candidate will	
3.3.1 demonstrate how to respond to and interpret what is read in different ways;	
3.3.2 demonstrate how to discover and create meaning from texts;	
3.3.3 use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	
3.4 The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will	
3.4.1 use a wide range of writing strategies to generate meaning and to clarify understanding;	
3.4.2 produce different forms of written discourse;	
3.4.3 demonstrate how written discourse can influence thought and action.	
3.5 The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will	
3.5.1 show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:	
3.5.1.1 works from a range of cultures;	
3.5.1.2 works from a range of genres;	
3.5.1.3 works by female authors;	
3.5.1.4 works by authors of color;	

Standards	Evidence: performance data, experiences, courses
3.5.1.5 works written specifically for older children and young adults;	
3.5.1.6 works of literary theory and criticism.	
3.6 The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will	
3.6.1 recognize the influence of media on culture and on people's actions and communication;	
3.6.2 construct meaning from media and non-print texts;	
3.6.3 display an understanding of the role of technology in communication.	
3.7 The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will	
3.7.1 use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice;	
3.7.2 use teacher-researcher models of classroom inquiry;	
4.0 Pedagogy for English Language Arts **The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will**	
4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts;	
4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success;	

Standards	Evidence: performance data, experiences, courses
4.3 organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;	
4.4 develop interdisciplinary teaching strategies and materials;	
4.5 create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;	
4.6 incorporate technology and print/non-print media into instruction;	
4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms;	
4.8 encourage students to respond critically to different media and communications technologies;	
4.9 use instruction that promotes understanding of varied uses and purposes for language in communication;	
4.10 engage students in making meaning of texts through personal response;	
4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts;	
4.12 use assessment as an integral part of instruction and learning.	
4.12.1 develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products;	
4.12.2 employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.	
5.0 Field-Based Experiences in English Language Arts **The program requires field-based experiences which have clearly defined roles and expectations for student teachers, cooperating teachers, and college or university supervisors; as a result, the candidate will**	

Standards	Evidence: performance data, experiences, courses
5.1 participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers;	
5.2 spend at least ten weeks demonstrating the use of effective pedagogy during student-teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors; as a result, the candidate will	
5.2.1 respond to systematic evaluation in order to meet expectations and responsibilities for the student-teaching experience;	
5.2.2 participate in professional organizations, conferences, and inservice workshops to continue professional growth;	
5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes.	

Survey of Initial State Licensure Assessment Requirements

ANALYSIS OF RESULTS

September 1999

1.   Number of States responding to the survey: 50 (out of 51)

2.   State mandated assessment: 40   YES
                                        10   NO
                                         1   no response

3.   Assessment Required: 12   Praxis I
                                        21   Praxis II
                                         3   States use Praxis (but do not specify)
                                         9   States use NES constructed tests

(It is difficult to summarize this question because some States require Praxis I, others require Praxis II and others require both.)

The following are the Praxis tests used across the states:

<u>PRAXIS I</u>

10710 PPST: Reading   10510 General Knowledge
10730 PPST: Mathematics   20500 Communication Skills
20720 PPST: Writing   30520 Professional Knowledge

<u>PRAXIS II</u>

30524 PLT B Principles of Learning and Teaching (Grades 7-12)

10040 English Language Arts and Literature*
10041 English language, Literature, and Composition: Content Knowledge*
10049 Middle School English Language Arts
20042 English language, Literature, and Composition: Essays*
30043 English language, Literature, and Composition: Pedagogy

(*English tests most used)

4.   Assessment Developer: 31   ETS
                                         9   NES

5.   Passing rates vary widely and are impossible to interpret in the absence of cut scores. Cut scores, however, would not be very useful for comparison purposes here since States use different tests. Approximately half the States requiring assessment have revised their cut scores in the last five years.

Appendix III

NCTE/NCATE Standards for Assessment

2.1   The candidate will demonstrate a respect for the worth and contributions of all learners

2..2   The candidate will use the English language arts to help students become familiar with their own and others' cultures

2..3   The candidate will engage in reflective practice and pursue continued professional growth and collaboration with colleagues

2.4   The candidate will help students develop lifelong habits of critical thinking and judgment

2.5   The candidate will take informed stands on issues of professional concern

2.6   The candidate will recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general

2.7   The candidate will promote the arts and humanities in the daily lives of students

3.1   The candidate has a knowledge and understand of the English Language

3.2   The candidate practices oral, visual, and written literacy

3.3   The candidate has a knowledge and understanding of reading processes

3.4   The candidate has a knowledge and understanding of different composing processes

3.5   The candidate has a knowledge and understanding of an extensive range of literature

3.6   The candidate has a knowledge and understanding of the range and influence of print and non-print media and technology in contemporary culture

3.7   The candidate has a knowledge and understanding of research theory and findings in English language arts

4.1   The candidate will examine, evaluate, and select resources, such as texts, other print materials, video, film, recordings, and software which support the teaching of English language arts

4.2   The candidate will design instruction to meet the needs of all students and provide for students' continuous progress and success

4.3 The candidate will organize classroom environments and learning experiences that promote effective whole class, small group, and individual work

4.4 The candidate will develop interdisciplinary teaching strategies and materials

4.5 The candidate will create learning environments that promote respect for support of individual differences of ethnicity, race, language, culture, gender and ability

4.6 The candidate will incorporate technology and print and non-print media into instruction

4.7 The candidate will engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms

4.8 The candidate will encourage students to respond critically to different media and communications technologies

4.9 The candidate will use instruction that promotes understanding of varied uses and purposes
f   or language in communication

4.10 The candidate will engage students in making meaning of texts meaning of texts through personal response

4.11 The candidate will provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts

4.12 The candidate will use assessment as an integral part of instruction and learning

5.2 The candidate will spend at least ten weeks demonstrating the use of effective pedagogy during student teaching in English language arts classrooms mentored by certified/licensed, experienced teachers and university/college supervisors

5.2.1 The candidate will respond to systematic evaluation in order to meet expectations and responsibilities for the student teaching experience

5.2.2 The candidate will participate in professional organizations, conferences, and in-service workshops to continue professional growth

5.2.3 The candidate will submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes

Appendix IV

Data: Tests

1.   Test 0041: English Language, Literature and Composition: Content Knowledge.
Test Code/Form Code: 0041076. Test Form: 3UPX1 0041

Test specifications
Answer key

2.   Test 0049: Middle School English Language Arts
Test Code/Form Code: 0049034. Test Form: 3VPX1

Test specifications
Answer key
Scoring guide and rubric for constructed response items
Anchor responses for constructed response items

3.   Test 0042: English Language, Literature and Composition: Essays
Test Code/Form Code: 0042048. Test Form: 3SPX 0042

Test specifications
Scoring guide and rubric for constructed response items
Anchor responses for constructed response items

4.   Test 0043: English Language, Literature and Composition: Pedagogy
Test Code/Form Code: 0043028. Test Form: 3QPX1

Test specifications
Scoring guide and rubric for constructed response items
Anchor responses for constructed response items

5.   Test 0524: Principles of Learning and Teaching 7–12
Test Code/Form Code: 0524042. Test Form: 3UPX2

Answer key

6.   Tests at a Glance: English, Reading and Communication

7.   Tests at a Glance: Principles of Learning and Teaching

8.   The Praxis Series 1999–2000 Fall Edition: Understanding Your Praxis Scores

9.   Wesley, Scott. Job Analysis of the Knowledge Important for Newly Licensed Teachers
   of English. Princeton, N.J.: Educational Testing Service, April 1993.

NCTE

May 10, 2000

Dr. Arthur E. Wise
NCATE President
2010 Massachusetts Avenue, NW
Suite 500
Washington, DC 20036-1023

Dear Art:

The current use of standardized tests by many states under the guise of performance-based assessment is inconsistent with NCTE's Standards for the Preparation of Teachers of English Language Arts and NCATE's 2000 performance-based assessment. The NCATE 2000 Performance Standards offer an opportunity to develop and study carefully more complex and appropriate programs for assessing teacher candidates.

NCTE is concerned about measures which reduce performance to paper and pencil. We are interested in developing a closer link between content and practice, as well as in placing assessment of a candidate's performance in the hands of people who have responsibility for program development and implementation. While there is not a long history of performance-based standards in English positively affecting the quality of teacher preparation or performance, NCTE remains cautiously committed to exploring this hypothesis.

NCTE recognizes NCATE 2000 as a document which presents complex and valuable intentions, particularly in regard to assessment where NCATE 2000 insists on authentic, valid, and multiple measures to determine abilities of candidates. The difficulty will occur in implementing those goals. For example, the standardized testing commitments made by the states and the federal government are already impeding some of our efforts in implementing the goals. NCTE is wary about including any standardized test as a part of the multiple measures.

Sincerely,

Jerry Harste

Jerome C. Harste
NCTE President

c: Tom McCracken
        Sandra E. Gibbs