

## B.A. English Teaching/Licensure Concentration NCDPI Evidences

### Evidence One (1)

Content Knowledge: Evidence that demonstrates **breadth** of content knowledge in the specialty area.

- **PRAXIS II, English Language Arts: Content Knowledge and English Language Arts: Principles of Learning and Teaching Grades 7-12.**

The Praxis II, Grade 7-12, English Content Exam, CDT Code 5038, measures English Language, Literature, and Composition Subject Assessment and pre-service teachers' acquisition of content area knowledge. Included in the foundations of Literature and Language as a subject matter include:

- Describing characteristics of literature in English from diverse literary historical periods and cultures
- Correctly applying literary terminology for narrative, poetic, and dramatic genres
- Using literary critical perspectives to generate original analyses of literature in English
- Composing diverse researched and/or original texts in varied genres and formats, using various composing processes, technologies, and/or multimodal formats
- Relating language patterns to cultural values
- Locating and evaluating discipline-specific sources, and incorporate and cite sources according to the MLA style manual

The Praxis II, Principles of Learning and Teaching, CTT 5625, Code 0624, measures pedagogical knowledge through multiple choice, short constructed response, and case histories in three areas:

- *Students as learners* covers student development and the learning process, students as diverse learners, student motivation and the learning environment.
- *Instruction and assessment* addresses instructional strategies, planning instruction and assessment strategies.
- *Teacher professionalism* measures communications techniques, cultural competence, reflective practice, and school-community relations.

### Evidence Two (2)

Content Knowledge: Evidence that demonstrates candidate **depth** of understanding and application of content knowledge in the specialty area.

- **Multi-modal research project based on content relevant to English/ Language Arts studies**

Teacher education candidates who will be recommended for initial licensure in Secondary English must submit a satisfactory research project that demonstrates an appropriate level of content knowledge in literature and language.

- A. The content must demonstrate in-depth knowledge of and ability to use a particular theory and teaching application for one historical period and culture. In addition, the content must highlight

an approach of literary theory and criticism and an understanding of their effect on contemporary audience interpretation. This application of knowledge in the multi-modal project must show comprehension, interpretation, evaluation, and appreciation.

- B. The project must not emphasize pedagogy or instructional strategies.
- C. The project will be based on: 1) inquiry (problem solving), 2) research (MLA format), 3) use of multiple composing processes (brainstorming, mind-mapping, outlining, self-reflections, peer-reflections, self/other editing, etc.) and 4) show the function, influence, and diversity of language (speak to diverse audiences and show awareness of said diversity in language).
- D. The project will demonstrate the knowledge and use of the integrated practices of multimodal literacies in its final product in the two-fold form of presentation in and linkage to the particular course- ENGL 470- web site that adheres to the rigor of course content as well as intertextuality of communication events that include combinations of print, speech, images, sounds, movement, music, and animation.
- E. The project must be the product of ENGL 470, the Senior Seminar that English Education majors may take in their junior or senior year.
- F. The project must meet the following scholarship indicators.
  - a. Depth
    - i. Focus – project must be focused on a particular cultural period and/or author, and genre on inquiry as outlined in 1 – 4 above and should not be too broad of a topic so that the project shows a consideration of focused research that guides audience expectation.
    - ii. Analysis-project should analyze the information or data rather than simply present information.
    - iii. Synthesis-project should pull together the information and data and show how the information is related and what it means.
  - b. Rigor
    - i. Data source – Project should include evidence-based knowledge from reputable sources or could be original research that meets commonly accepted standards and should not rely merely on secondary sources such as textbooks or websites.
    - ii. Original work – Project should be the work of the candidate and should not repeat another project or re-organize an existing project. The project should meet accepted safeguards against academic plagiarism as usually defined.
- G. The project must include a review of literature on the topic and should include:
  - a. Ten (10) documented sources from scholarly, peer-reviewed journals that are relevant to the chosen topic of inquiry.
- H. The project must have documentation that it was presented to an authentic audience or submitted for presentation. Presentations and audiences could be but are not limited to: on- or off-campus research forum; professional conference; school (teachers, administrators) university class; journal or other media (newspaper, organizational website, organizational newsletter) or advocacy group meeting (parents, professionals, civic organization). Documentation may take a variety of forms such as but not limited to: program agenda; letter of acknowledgement from

representative; letter of acknowledgment from journal; or letter from instructor of presentation. Documentation can also include media used for presentation such as poster for exhibit, PowerPoint presentation, video of presentation or video used to augment presentation.

I. The project must be submitted via TaskStream.

Examples of appropriate topics include:

- “Nathaniel Hawthorne’s ideas about technology and its dangers”
- “The experimental Modernists’, D.H. Lawrence and Katherine Mansfield, exploration of family life, sexuality, and friendship”
- “Apocalyptic thought in the writings of St. Augustine, Girolamo Savonarola, Edmund Spenser and John Milton”
- Current cultural representations of Jane Austen’s *Pride and Prejudice*

### **Evidence Three (3)**

Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

- **Unit Plan**

Teacher candidates will complete a unit plan that demonstrates effective design of classroom instruction based on research-verified practice. The unit plan must contain the items listed below.

- 1 Descriptive data (identification of grade level, subject, topic, and time duration of the unit)
2. Statement of rationale and goals for the unit
- 3 Lesson plans
  - Major objectives of the unit aligned with the NC Standard Course of Study
  - A thematic or interdisciplinary unit
  - Instructional strategies
  - Lesson procedures
  - Individual activities
  - Group/collaborative activities
  - Assessment
  - Pre-assessment
  - Formative assessment
  - Summative assessment
  - Authentic assessment
  - Student variability
  - Provisions for students with special needs
  - Differentiated instruction
  - Team approach to planning and assessment
4. Unit reflection if implemented
5. Materials and resources

In the unit plan, candidates must:

1. Include descriptive data (identification of grade level, subject, topic, and time duration of the unit).
2. Include a statement of rationale and goals for the unit.
3. Include major objectives of the unit aligned with the *NC Standard Course of Study*.
- 1a.2 Include support from general educators and special educators to help support student learning.
- 2b.3 Include a variety of instructional resources to address student learning styles.
- 2d.1 Include evidence of cooperating with general and special educators to support student learning.
- 3a.1 Include lesson plans aligned with the *North Carolina Standard Course of Study*.
- 3c.1 Include a thematic or interdisciplinary unit aligned with the *NC Standard Course of Study*.
- 3c.2 Include a lesson from a global perspective.
- 3d.1 Include 21<sup>st</sup> century content in teaching.
- 4a.1 Include developmental levels and cultural backgrounds in planning and teaching.
- 4a.2 Include assessment information to identify student progress and achievement.
- 4b.1 Include collaboration with general and special educators to address the diverse needs of the learner.
- 4c.1 Include a strategy that contains a variety of methods and materials to meet the needs of all students.
- 4d.1 Identify the technology integration included in the lesson.
- 4e.1 Include a problem-solving, critical thinking assignment for students.
- 4f.1 Show they can take the responsibility for organizing student learning teams.
- 5c.1 Identify a strategy that is based on a research-verified approach.

#### **Evidence Four (4) State-Prescribed, Secondary English**

Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates Knowledge, skills, and dispositions in practice.

- **This evidence must be the state-approved LEA/IHE Certification of Teaching Capacity**

The Department of Public Instruction mandated LEA/IHE Certification of Teaching Capacity will be administered during the student teaching (or graduate internship) semester, as part of a more extensive evaluative process using the Fayetteville State University Exit Criteria (a student teaching assessment rubric), a professional portfolio, and a minimum of four observations by a cooperating teacher and a university supervisor. Candidates must score at the "Met" level on all items on the Exit Criteria and the Certification of Teaching Capacity in order to be recommended for licensure.

- Assignment Directions Provided for Students

The *North Carolina Educator Evaluation System* refers to a comprehensive standards-based, integrated approach to personnel and program evaluation approved by the North Carolina State Board of Education. The Fayetteville State University Student Teaching Exit Criteria Form is based on the *Teacher Candidate Evaluation Rubric*-- a tool to evaluate both eligibility for licensure of

individual teacher candidates and institutions' teacher candidate preparation programs against the *North Carolina Professional Teaching Standards*. **The student teacher candidate should become familiar with the forms that will be used for evaluating performance in the classroom. Copies of the forms are available in the Student Teaching Handbook and on the Office of Teacher Education website.**

At least four times during your student teaching semester your cooperating teacher and university supervisor will complete independently an evaluation form: Observation of Candidate Performance based on the Guidelines for Evaluations of Teacher Candidates at Fayetteville State University included in the Appendix of the Student Teaching Handbook. These observation forms will be shared with the candidate and filed in the Office of Teacher Education. These are formative evaluations to ensure communication about your performance in the classroom among the candidate, the university supervisor, the cooperating teacher, and the Office of Teacher Education. The candidate is to receive copies of the bi-weekly evaluations completed by the cooperating teacher and the observations completed by the University Supervisor. **The candidate is to file these forms in the student teaching notebook.**

### **Evidence Five (5)**

Evidence that demonstrates positive impact on student learning.

- **The Assessment Case Study consists of an overall working schedule and modules that connect student tasks to knowledge and skills.**

The North Carolina Professional Teaching Standards specify that teachers facilitate learning for their students. The proficient candidate will accomplish this in part through the use of a variety of assessments used to measure student progress. Multiple forms of data regarding student performance will be gathered and examined to determine appropriate instructional methodologies to address students' strengths and weaknesses. Assessments will include formative and summative evaluations to inform the candidate's pedagogical practice. The Assessment Case Study is an assessment of teaching effectiveness and children's learning in a case study format designed to provide teacher candidates the opportunity to demonstrate their understanding of, and ability and skill to assess their students' performance.

### **Evidence Six (6)**

Evidence that demonstrates Leadership and Collaboration

- **Leadership and Growth as a Teacher Portfolio**

Every English education candidate will complete a Leadership and Growth as a Teacher Portfolio (LGTP). The LGTP is intended to be the candidate's best work and should 1) address significant growth as a teacher in the area of leadership and collaboration, 2) be relevant to 21<sup>st</sup> century learners and their families, and 3) incorporate reflective practice as a way to synthesize experiences. For example, reflection should go beyond the reporting of facts and discrete or isolated events and should address application and synthesis of information as it relates to leadership and collaboration in a 21<sup>st</sup> century school environment.