

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

| Standards | Evidence: performance data, experiences, courses |
|---|--|
| <p>1.0 Structure of the Basic Program</p> <p>The institution establishes a specific curriculum for preservice English language arts teachers; as a result, the candidate will</p> | |
| <p>1.1 complete a specific language arts course of study;</p> | <p>Students who are eventually licensed to teach must first earn a Bachelor of Arts in English with a concentration in Integrated Language Arts (See Candidates Course of Study, p. 8)</p> |
| <p>1.2 gain knowledge and skills through on-campus and field experiences designed to promote knowledge of theory and practice in English language arts;</p> | <p>Depending on whether students enter the program as undergraduates or as graduates, students participate in the following on-campus and field experiences:</p> <ul style="list-style-type: none"> • ED 623: Adolescence English: Curriculum and Materials (p. 66) • ED 631: Extending Literacy Skills through Adolescence (p. 69) • ED 221 (p. 29) or ED 612: Practicum I (p. 52) • ED 223 (p. 31) or ED 614: Practicum II (p. 54) • ED 616: Practicum III (p. 56) <p>ED 651: Internship: Adolescence and Young Adult (p. 82)</p> |
| <p>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.</p> | <p>Depending on whether students enter the program as undergraduates or as graduates, students participate in the following field experiences:</p> <ul style="list-style-type: none"> • ED 221 (p. 29) or ED 612: Practicum I (p. 52) • ED 223 (p. 31) or ED 614: Practicum II (p. 54) • ED 616: Practicum III (p. 56) • ED 651: Internship: Adolescence and Young Adult (p. 82) |

| Standards | Evidence: performance data, experiences, courses |
|---|--|
| | <i>Further evidence is provided by examining Part I of this document, p. 10 prepared by Wright State University's Office of Professional Field Experience, which explains the placement and supervision of students.</i> |
| <p>2.0 Attitudes for English Language Arts</p> <p>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</p> | |
| <p>2.1 demonstrate a respect for the worth and contributions of all learners;</p> | <p>Depending on whether students enter the program as undergraduates or as graduates, the students are required to complete the following courses:</p> <ul style="list-style-type: none"> • EDS 333: Introduction to Addressing Learning Differences ED 221 (p. 29) or EDS 624: Learning Differences (p. 89) • ED 301: Teaching in a Culturally Diverse Society (p. 33) or ED 602: Education in a Pluralistic Society (p. 49) • CNL 662: Problems in Student Personality and Development (p. 101) |
| <p>2.2 use the English language arts to help students become familiar with their own and others' cultures;</p> | <p>Depending on whether students enter the program as undergraduates or as graduates, the students are required to complete the following courses:</p> <ul style="list-style-type: none"> • ED 301: Teaching in a Culturally Diverse Society (p. 33) or ED 602: Education in a Pluralistic Society (p. 49) <p>A variety of cultures are also studied in the following English courses from which students select <u>one</u>:</p> <ul style="list-style-type: none"> • ENG 355: American Texts: Earlier 19th Century (see p. 12, line 6) • ENG 356: American Texts: Later 19th Century (see p. 12, line 6) • ENG 357: American Texts: 20th Century (see p. 12, line 6) |
| <p>2.3 engage in reflective practice and</p> | <p>Depending on whether students enter the</p> |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| <p>pursue continued professional growth and collaboration with colleagues;</p> | <p>program as undergraduates or as graduates, students participate in the following field experiences in which they maintain reflective journals and pursue professional endeavors that are available to their in-service mentors:</p> <ul style="list-style-type: none"> • ED 221 (p. 29) or ED 612: Practicum I (p. 52) • ED 223 (p. 31) or ED 614: Practicum II (p. 54) • ED 616: Practicum III (p. 56) • ED 651: Internship: Adolescence and Young Adult (p. 82) <p>Also, students are required, during the graduate studies component of this program to complete:</p> <ul style="list-style-type: none"> • EDS 659: Communication and Consultation Skills for Educators (p. 98) <p>Lastly, to complete requirements for ED 651: Internship: Adolescence and Young Adult (p. 82) students are evaluated according to the 19 Praxis/PathWise criteria in which reflective practices are highlighted (see Intern Evaluation Form in the Appendix, (pp 133-134))</p> |
| <p>2.4 help students develop lifelong habits of critical thinking and judgment;</p> | <p>Students are introduced to the issues and trends facing educators in ED 635: Secondary Issues and Leadership (p. 74).</p> <p>Lastly, as partial fulfillment for their Master's Degree in Education, students are required to complete an inquiry project during their first year of teaching: ED 771. (p. 84)</p> |
| <p>2.5 take informed stands on issues of professional concern;</p> | <p>ED 635: Secondary Issues and Leadership (p. 74).</p> |
| <p>2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;</p> | <p>Depending on whether students enter the program as undergraduates or as graduates, the students are required to complete the following courses:</p> <ul style="list-style-type: none"> • EDS 333: Introduction to Addressing Learning Differences ED 221 (p. 29) or EDS 624: Learning Differences (p. 89) • ED 301: Teaching in a Culturally Diverse Society (p. 33) or ED 602: Education in a |

| Standards | Evidence: performance data, experiences, courses |
|--|--|
| | <p>Pluralistic Society (p. 49)</p> <p>All students complete the following courses in fulfillment of requirements for their AYA license:</p> <ul style="list-style-type: none"> • CNL 662: Problems in Student Personality and Development (p. 101) • ED 623: Adolescence English: Curriculum and Materials (p. 66) • ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| <p>2.7 promote the arts and humanities in the daily lives of students.</p> | <p>ED 623: Adolescence English: Curriculum and Materials(p. 66)</p> <p>ENG 486: Integrated Language Arts Curriculum (a capstone course, see p. 12, line 6)</p> |
| <p>3.0 Knowledge of English Language Arts</p> <p>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.</p> | |
| <p>3.1 The program prepares the candidate with knowledge and understanding of the English language; as a result, the candidate will</p> | |
| <p>3.1.1 show an understanding of language acquisition and development;</p> | <p>A linguistics course is required; students must complete:</p> <ul style="list-style-type: none"> • ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). <p>As part of the graduate school component of the licensure program students are required to take:</p> <p>CNL 662: Problems in Student Personality and Development, which considers all aspects of the school-age students' development, including language (P. 101)</p> |
| <p>3.1.2 demonstrate how reading, writing, speaking, listening,</p> | <p>ENG 623: Middle Childhood/Adolescence English (see p. 12, line 6)</p> |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| viewing, and thinking are interrelated; | ENG 341: Advanced Composition for Secondary Teachers (p. 122) The following have been created for this new AYA licensure program: <ul style="list-style-type: none"> • ENG 345: Writing Workshop (p. 126) • ENG 346: Reading Workshop (p. 127) • ENG 486: Integrated Language Arts Curriculum (a capstone course) |
| 3.1.3 recognize the impact of cultural, economic, political, and social environments upon language; | The following are required: <ul style="list-style-type: none"> • ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). • COM 152: Mass Communication (see p. 12, line 6) |
| 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; | <ul style="list-style-type: none"> • ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). Depending on whether students enter the program as undergraduates or as graduates, the students are required to complete the following courses: <ul style="list-style-type: none"> • EDS 333: Introduction to Addressing Learning • (p. 85) or EDS 624 (p. 89) • Differences ED 221 (p. 29) or EDS 624: Learning Differences (p. 89) • ED 301: Teaching in a Culturally Diverse Society (p. 33) or ED 602: Education in a Pluralistic Society (p. 49) |
| 3.1.5 show an understanding of the evolution of the English language and the historical influences on its various forms; | ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). |
| 3.1.6 demonstrate an understanding of English grammars; | ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p.12, line 6). ENG 341: Advanced Composition for Secondary Teachers (p. 122) ENG 345: Writing Workshop (p. 77) |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| 3.1.7 demonstrate an understanding of semantics, syntax, morphology, and phonology; | ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). ENG 341: Advanced Composition for Secondary Teachers (p. 122) ENG 345: Writing Workshop (p. 126) |
| 3.1.8 show the various purposes for which language is used. | ENG 340: Language for Teachers (see p. 12, line 6) or ENG 478: Introduction to Linguistics (see p. 12, line 6). ENG 341: Advanced Composition for Secondary Teachers (p. 122) ENG 345: Writing Workshop (p. 126) ENG 346: Reading Workshop (p. 127) |
| 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; | Students are required to complete the following: <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate Students choose one of the following: <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) |
| 3.2.2 use writing, speaking and observing as major forms of inquiry, reflection, and expression; | Students are required to complete the following: <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| | <ul style="list-style-type: none"> • COM 200: Writing to Communicate (see p. 12, line 6) <p>Students choose one of the following:</p> <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 347: Desktop Publishing (see p. 12, line 6) • ENG 454: Feature Story Writing (see p. 12, line 6) • ENG 470: Studies in World Literature (see p. 12, line 6) • ENG 477: Rhetoric (see p. 12, line 6) • ENG 483: Sociolinguistics (see p. 12, line 6) • ENG 485: Studies in English Education (see p. 12, line 6) |
| <p>3.2.3 use the processes of composing to create various forms of oral, visual, and written literacy;</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) <p>Students choose one of the following:</p> <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 347: Desktop Publishing (see p. 12, line 6) • ENG 454: Feature Story Writing (see p. 12, line 6) • ENG 470: Studies in World Literature (see p. 12, line 6) • ENG 477: Rhetoric (see p. 12, line 6) • ENG 483: Sociolinguistics (see p. 12, line 6) |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| | <p>6)</p> <ul style="list-style-type: none"> • ENG 485: Studies in English Education (see p. 12, line 6) <p>Also, students are required, during the graduate studies component of this program to complete:</p> <ul style="list-style-type: none"> • ED 622: Technological Instruction and Integrated Methods |
| <p>3.2.4 use writing, visual images, and speaking for a variety of purposes and audiences;</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) • ENG 341: Advanced Composition for Secondary Teachers (see p. 12, line 6) • ENG 345: Writing Workshop (see p. 12, line 6) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) <p>Also, students are required, during the graduate studies component of this program to complete:</p> <ul style="list-style-type: none"> • ED 622: Technological Instruction and Integrated Methods (p. 63) • ED 623:: Adolescence English: Curriculum and Materials (p. 66) |
| <p>3.2.5 apply knowledge of language structure and conventions to creating and critiquing print and non-print texts.</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) |

| Standards | Evidence: performance data, experiences, courses |
|---|--|
| | <ul style="list-style-type: none"> • ENG 341: Advanced Composition for Secondary Teachers (p. 122) • ENG 345: Writing Workshop (p. 126) <p>Also, students are required, during the graduate studies component of this program to complete:</p> <ul style="list-style-type: none"> • ED 622: Technological Instruction and Integrated Methods (p. 63) • ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 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; | ENG 385: Adolescent Literature (p. 130) ENG 346: Reading Workshop (p. 127) ED 631: Extending Literacy Skills Through Adolescence (p. 69) ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 3.3.2 demonstrate how to discover and create meaning from texts; | ENG 385: Adolescent Literature (p. 130) ENG 346: Reading Workshop (p. 127) ED 631: Extending Literacy Skills Through Adolescence (p. 69) ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 3.3.3 use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. | ENG 385: Adolescent Literature (p. 130) ENG 346: Reading Workshop (p. 127) ED 631: Extending Literacy Skills Through Adolescence (p. 69) ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 3.4 The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will | |

| Standards | Evidence: performance data, experiences, courses |
|--|--|
| 3.4.1 use a wide range of writing strategies to generate meaning and to clarify understanding; | ENG 385: Adolescent Literature (p. 130) ENG 346: Reading Workshop (p. 127) ED 631: Extending Literacy Skills Through Adolescence (p. 69) ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 3.4.2 produce different forms of written discourse; | ENG 385: Adolescent Literature (p. 130) ENG 345: Writing Workshop (p. 126) ENG 346: Reading Workshop (p.127) ED 631: Extending Literacy Skills Through Adolescence (p. 69) ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 3.4.3 demonstrate how written discourse can influence thought and action. | Students are required to complete the following: <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) • ENG 341: Advanced Composition for Secondary Teachers (p. 122) • ENG 345: Writing Workshop (p. 126) Students choose <u>one</u> of the following: <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) Students choose <u>one</u> of the following: <ul style="list-style-type: none"> • ENG 347: Desktop Publishing (see p. 12, line 6) • ENG 454: Feature Story Writing (see p. 12, line 6) • ENG 470: Studies in World Literature (see p. 12, line 6) • ENG 477: Rhetoric (see p. 12, line 6) • ENG 483: Sociolinguistics (see p. 12, line 6) |

| Standards | Evidence: performance data, experiences, courses |
|---|---|
| | <ul style="list-style-type: none"> ENG 485: Studies in English Education (see p. 12, line 6) |
| <p>3.5 The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will</p> | |
| <p>3.5.1 show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures, including:</p> | <p>The following are required courses:</p> <ul style="list-style-type: none"> ENG 250: The Study of Literature I ENG 251: The Study of Literature II ENG 359: Post Colonial Texts (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> ENG 355: American Texts: Earlier 19th Century (see p. 12, line 6) ENG 356: American Texts: Later 19th Century (see p. 12, line 6) ENG 357: American Texts: 20th Century (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> ENG 351: British Texts: Medieval to 17th Century (see p. 12, line 6) ENG 352: British Texts: 17th Century to 18th Century (see p. 12, line 6) ENG 353: British Texts: 19th Century (see p. 12, line 6) <p>ENG 354: British Texts: 20th Century (see p. 12, line 6)</p> |
| <p>3.5.1.1 works from a range of cultures;</p> | <p>The following are required courses:</p> <ul style="list-style-type: none"> ENG 250: The Study of Literature I ENG 251: The Study of Literature II ENG 359: Post Colonial Texts (see p. 12, line 6) ENG 385: Adolescent Literature (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> ENG 355: American Texts: Earlier 19th |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| | <p>Century (see p. 12, line 6)</p> <ul style="list-style-type: none"> • ENG 356: American Texts: Later 19th Century (see p. 12, line 6) • ENG 357: American Texts: 20th Century (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 351: British Texts: Medieval to 17th Century (see p. 12, line 6) • ENG 352: British Texts: 17th Century to 18th Century (see p. 12, line 6) • ENG 353: British Texts: 19th Century (see p. 12, line 6) <p>ENG 354: British Texts: 20th Century (see p. 12, line 6)</p> |
| <p>3.5.1.2 works from a range of genres;</p> | <p>The following are required courses:</p> <ul style="list-style-type: none"> • ENG 250: The Study of Literature I • ENG 251: The Study of Literature II • ENG 359: Post Colonial Texts (see p. 12, line 6) • ENG 385: Adolescent Literature (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 355: American Texts: Earlier 19th Century (see p. 12, line 6) • ENG 356: American Texts: Later 19th Century (see p. 12, line 6) • ENG 357: American Texts: 20th Century (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 351: British Texts: Medieval to 17th Century (see p. 12, line 6) • ENG 352: British Texts: 17th Century to 18th Century (see p. 12, line 6) • ENG 353: British Texts: 19th Century (see p. 12, line 6) <p>ENG 354: British Texts: 20th Century (see p. 12, line 6)</p> |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| 3.5.1.3 works by female authors; | <p>The following are required courses:</p> <ul style="list-style-type: none"> • ENG 250: The Study of Literature I • ENG 251: The Study of Literature II • ENG 359: Post Colonial Texts (see p. 12, line 6) • ENG 385: Adolescent Literature (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 355: American Texts: Earlier 19th Century (see p. 12, line 6) • ENG 356: American Texts: Later 19th Century (see p. 12, line 6) <p>ENG 357: American Texts: 20th Century (see p. 12, line 6)</p> |
| 3.5.1.4 works by authors of color; | <p>The following are required courses:</p> <ul style="list-style-type: none"> • ENG 250: The Study of Literature I • ENG 251: The Study of Literature II • ENG 385: Adolescent Literature (see p. 12, line 6) <p>Students are required to select <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 355: American Texts: Earlier 19th Century (see p. 12, line 6) • ENG 356: American Texts: Later 19th Century (see p. 12, line 6) <p>ENG 357: American Texts: 20th Century (see p. 12, line 6)</p> |
| 3.5.1.5 works written specifically for older children and young adults; | ENG 385: Adolescent Literature (see p. 12, line 6) |
| 3.5.1.6 works of literary theory and criticism. | ENG 250: The Study of Literature I ENG 250: The Study of Literature II |
| 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 | |

| Standards | Evidence: performance data, experiences, courses |
|---|---|
| <p>3.6.1 recognize the influence of media on culture and on people's actions and communication;</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) • ENG 345: Writing Workshop (p. 126) • ED 622: Technological Instruction and Integrated Methods (p. 63) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 347: Desktop Publishing (see p. 12, line 6) • ENG 454: Feature Story Writing (see p. 12, line 6) • ENG 470: Studies in World Literature (see p. 12, line 6) • ENG 477: Rhetoric (see p. 12, line 6) • ENG 483: Sociolinguistics (see p. 12, line 6) <p>ENG 485: Studies in English Education (see p. 12, line 6)</p> |
| <p>3.6.2 construct meaning from media and non-print texts;</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) • ENG 345: Writing Workshop (see p. 12, line 6) • ED 622: Technological Instruction and Integrated Methods (p. 63) <p>Students choose <u>one</u> of the following:</p> |

| Standards | Evidence: performance data, experiences, courses |
|--|---|
| | <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • ENG 347: Desktop Publishing (see p. 12, line 6) • ENG 454: Feature Story Writing (see p. 12, line 6) • ENG 470: Studies in World Literature (see p. 12, line 6) • ENG 477: Rhetoric (see p. 12, line 6) • ENG 483: Sociolinguistics (see p. 12, line 6) • ENG 485: Studies in English Education (see p. 12, line 6) |
| <p>3.6.3 display an understanding of the role of technology in communication.</p> | <p>Students are required to complete the following:</p> <ul style="list-style-type: none"> • COM 101: Essentials of Public Address (see p. 12, line 6) • COM 152: Mass Communication (see p. 12, line 6) • COM 200: Writing to Communicate (see p. 12, line 6) • ENG 345: Writing Workshop (see p. 12, line 6) • ED 622: Technological Instruction and Integrated Methods <p>Students choose <u>one</u> of the following:</p> <ul style="list-style-type: none"> • COM 256: Basic Media Writing (see p. 12, line 6) • COM 411: Performance for the Media (see p. 12, line 6) |
| <p>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</p> | |
| <p>3.7.1 use major sources of research and theory (i.e., books,</p> | <p>ED 771: Internship Project (p. 84) ED 631: Extending Literacy Skills through</p> |

| Standards | Evidence: performance data, experiences, courses |
|---|--|
| periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice; | Adolescence (p. 69) |
| 3.7.2 use teacher-researcher models of classroom inquiry; | ED 771: Internship Project (p. 84) |
| <p>4.0 Pedagogy for English Language Arts</p> <p>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</p> | |
| 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; | ED 623: Adolescence English: Curriculum and Materials (p. 66) ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| 4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success; | ED 623: Adolescence English: Curriculum and Materials (p. 66) ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| 4.3 organize classroom environments and learning experiences that promote effective whole class, small group, and individual work; | <ul style="list-style-type: none"> • ED 600: Classroom Management and learning Theories ED 623: Adolescence English: Curriculum and Materials (p. 66) • ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| 4.4 develop interdisciplinary teaching strategies and materials; | ENG 486: Integrate Language Arts Curriculum ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 4.5 create learning environments which | Depending on whether students enter the |

| Standards | Evidence: performance data, experiences, courses |
|---|---|
| promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability; | <p>program as undergraduates or as graduates, the students are required to complete the following courses:</p> <ul style="list-style-type: none"> • EDS 333: Introduction to Addressing Learning Differences ED 221 (p. 29) or EDS 624: Learning Differences (p. 89) <p>ED 301: Teaching in a Culturally Diverse Society (p. 33) or ED 602: Education in a Pluralistic Society (p. 49)</p> |
| 4.6 incorporate technology and print/non-print media into instruction; | ED 622: Technological Instruction and Integrated Methods (p. 63) |
| 4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms; | <p>The following have been created for this new AYA licensure program:</p> <ul style="list-style-type: none"> • ENG 345: Writing Workshop (p. 126) • ENG 346: Reading Workshop (p. 127) • ENG 486: Integrated Language Arts Curriculum (a capstone course, see p. 12, line 6) • ED 623: Adolescence English: Curriculum and Materials (p. 66): |
| 4.8 encourage students to respond critically to different media and communications technologies; | <p>ED 623: Adolescence English: Curriculum and Materials (p. 66)</p> <p>ED 622: Technological Instruction and Integrated Methods (p. 63)</p> |
| 4.9 use instruction that promotes understanding of varied uses and purposes for language in communication; | ED 623: Adolescence English: Curriculum and Materials (p. 66) |
| 4.10 engage students in making meaning of texts through personal response; | <ul style="list-style-type: none"> • ENG 385: Adolescent Literature • ED 623: Adolescence English: Curriculum and Materials (p. 66) • ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| 4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts; | <ul style="list-style-type: none"> • ED 623: Adolescence English: Curriculum and Materials (p. 66) • ED 631: Extending Literacy Skills through Adolescence (p. 69) |
| 4.12 use assessment as an integral part of instruction and learning. | ED 645: Inquiry and Assessment (p. 77) |

| Standards | Evidence: performance data, experiences, courses |
|--|--|
| 4.12.1 develop and use a variety of formal and informal assessment activities and instruments to evaluate processes and products; | ED 645: Inquiry and Assessment (p. 77) |
| 4.12.2 employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences. | ED 645: Inquiry and Assessment The use of a variety of assessments and communications with parents is a required performance by which the student is evaluated on the basis the Intern Evaluation Form (pp 13 & 134) |
| <p>5.0 Field-Based Experiences in English Language Arts</p> <p>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</p> | |
| 5.1 participate throughout the teacher education program in a sequence of field experiences in English language arts classrooms with certified/licensed, experienced teachers; | <p>Depending on whether students enter the program as undergraduates or as graduates, students participate in the following field experiences:</p> <ul style="list-style-type: none"> • ED 221 (p. 29) or ED 612: Practicum I (p. 52) • ED 223 (p. 31) or ED 614: Practicum II (p. 54) • ED 616: Practicum III (p. 56) • ED 651: Internship: Adolescence and Young Adult (p. 82) <p>Further evidence is provided by examining Part I of this document, p.10, prepared by Wright State University's Office of Professional Field Experience, which explains the placement of students with exemplary mentors.</p> |
| 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 | |

| Standards | Evidence: performance data, experiences, courses |
|--|--|
| 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; | Students are evaluated by a university supervisor and by clinical faculty, or mentors, throughout the practicum experiences and during the final internship or lead-teaching experience. The student handbook lists the forms used by the mentors and the Intern Evaluation Form is provided to demonstrate the relationship to the 19 Praxis/PathWise Criteria (pp. 135 & 136). |
| 5.2.2 participate in professional organizations, conferences, and inservice workshops to continue professional growth; | Students are required to maintain the same schedule of their mentor and are therefore required to partake in the same in-service opportunities as the mentoring teacher. |
| 5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning processes. | ED 645: Inquiry and Assessment ED 622: Technological Instruction and Integrated Methods |