

APPLICATION for LANGUAGE ARTS SPA APPROVAL

RELEVANT SECTIONS AVAILABLE

SECTION I — CONTEXT

1. Description of any state or institutional policies that may influence the application of SPA standards. (limit of 4000 characters).

Andrews University (AU) is a private Christian university located in Berrien Springs, Michigan. It is affiliated with the Seventh-day Adventist Church; the university motto: “Seek Knowledge, Affirm Faith, Change the World” captures the institution’s vision for its graduates. The School of Education is the unit which provides programs preparing professionals to work in K-12 education. Both initial Teacher Preparation (baccalaureate and MAT) and advanced Curriculum and Instruction candidates are served by the Teaching, Learning, and Curriculum (TLC) Department in partnership with the Communication, English, and Speech-Language Pathology & Audiology departments located in the College of Arts and Sciences. The unit has been continuously accredited by NCATE since 1970 and AU is accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. At this time, all of the unit’s programs are approved by the Michigan Department of Education (MDE). The folio for Elementary Education Language Arts was approved in 1972.

In 2007, the MDE announced a change in its folio review policy. Beginning in 2008-09, MDE would no longer review and approve folios for programs seeking reapproval. Instead, by 2013, all approvals must come through Special Professional Accreditation (SPA) organizations which are recognized by NCATE.

Initial and advanced teacher preparation programs in the School of Education are governed by state policies which include the following for each teacher education candidate:

- Completion of general studies in the liberal arts and sciences which incorporate multicultural and global perspectives. See [Attachment 1](#).
- Passing score on the Michigan Test for Teacher Certification (MTTC) Basic Skills Exam prior to admittance to the Teacher Preparation Program

- Completion of professional education courses taught in the unit
- A minimum of 12 weeks of full-time student teaching or its equivalent with satisfactory supervisor evaluations
- Completion of approved subject content teaching minor and either a single major and a minor in a certifiable area (secondary education candidates) or a major with two minors in certifiable areas (elementary education candidates) with a minimum GPA of 2.50 in these majors/minors with no grade of C- or below, in addition to a minimum cumulative GPA of 2.50
- Passing score on the MTTC Subject Area Exams for both major and minor(s)
- Recommendation for certification by the unit

Each program has a faculty-developed and approved curriculum map as described below and shown in [Attachment 2](#).

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Students obtain early field experiences in several ways. In the course EDTE165 Philosophical and Social Foundations of Education a 30-hour experience provides observation of philosophical, social, cultural, and instructional aspects of American education. Further early experience of 20 hours occurs in EDTE228 Strategies for Educating Exceptional and Diverse Learning. The methods courses, EDTE408 Principles of Teaching, EDTE418, Teaching Beginning Reading, EDTE420 Literacy Intervention Strategies, EDTE424 Testing and Evaluation, EDTE444 Elementary Language Arts Methods, Student Teacher Professional Day, EDTE484 Developmental Reading, EDTE480 First Days of School, EDTE487 Student Teaching Seminar, and EDTE488 Student Teaching, also contain some hours of field experience as described in the course descriptions. These occur prior to admission (Gateway 2) to Student Teaching.

The First Days of School Experience is a three-week, full-time laboratory program which begins prior to the beginning of the university's fall semester. This experience focuses on the critical week preceding and following the first day of school. Emphasis is placed on the tasks which teachers must perform in the weeks before school opens, organizing and conducting the all-important first day. It was developed in response to feedback from both candidates and their student teaching supervisors about how candidate teaching performance could be improved and has been a quality mark of the unit since 1996.

The Student Teaching Experience for teacher preparation candidates is 12 weeks in length and involves full-time observation, participation, and teaching under supervision in an elementary or secondary school. Students have an orientation for student teaching and a weekly student-teaching seminar meets after school hours during the semester. Entrance to the Student Teaching Experience involves advance approval by meeting the Gateway 2 requirements (see below). Candidates are placed in both private and public schools. Specific assignments are made after consultation with the Director of Student Teaching who makes all contacts and arrangements with the schools. The placements are located within a one-hour driving time radius of the university. The usual timing for the student teaching experience is the last semester of the senior year. Students are not permitted to take other courses during the student-teaching semester and work for remuneration is not allowed. Mentors and Cooperating Teachers furnish informal daily feedback, a formal midterm assessment of the impact on learners, and a final evaluation. The University Supervisor provides weekly observation with written reports. In addition students are video-taped by the University Supervisor and a self-evaluation is prepared by the student of this video listing 5 commendations, 2 recommendations, and a summary of the lesson.

3. **Description of the criteria for admission, retention, and exit from the program**, including required GPAs and minimum grade requirements for the content courses accepted by the program.

All candidates seeking admission to the teacher education program must be a university student in good and regular standing (minimum GPA of 2.75) and complete the following requirements:

- Successful completion of the Michigan Basic Skills Test (MTTC Exam)
- Successful completion of EDTE165 Philosophical & Social Foundations of Education
- Completion of the Application for Admission to the Teacher Preparation Program with supporting forms. These include the Michigan Testing Record, the Portfolio Evaluation Form (from EDTE408), the Criminal Conviction Clearance Form (Misdemeanor & Felon), and two recommendations. The recommendations must come from the faculty instructor from EDTE165 and an advisor or professor who knows the candidate.

The TLC faculty Admissions Committee must vote to accept the candidate before the student can pass from Gateway 1 to Gateway 2. To remain in the program, a minimum GPA of 2.50 in content major, content minors, and Professional Education courses and overall must be maintained with no course grade of C- or below. Any course (including required cognate courses) with a grade of C- or below must be repeated for meeting program requirements. Program advisors and departmental faculty, both in the content department and TLC, use reports generated by LiveText for program improvement.

Students may generate their own progress reports for formative assessment from LiveText regarding their achievements and need for improvement on demand.

Admission to the Student Teaching experience is a separate process and occurs at Gateway 2 (see Curriculum Map). Prior to the student teaching semester, candidates must have:

- Completed EDPC 302 and EDTE 408 or equivalent
- Submit an acceptable plan for completing all required coursework to the Certification Registrar
- Submit a plan for completing the required MTTC Michigan Subject Area exams
- Obtain and submit 3 recommendations: A professor of a methods course, a professor from the major or minor, and a professor from the minor
- Submit a new clearance form in regard to felony and misdemeanor conviction
- Demonstrate acceptable professional disposition. At the end of each semester faculty collaborate on assessment of professional dispositions for each of the students. If a low score of 1 or 2 is registered on a scale of 5, a letter is generated requesting a plan for improvement from the student.

Candidates, who have completed all course and experience requirements through Gateway 4, are eligible for faculty recommendation for graduation.

4. **Description of the relationship of the program to the unit's conceptual framework.**

The unit's conceptual framework, "To Educate Is to Redeem," closely integrates with the university's motto, and identifies six elements that describe the important learning outcomes expected of all candidates of programs across the unit (see Figure 1). These six elements comprise the SED Conceptual Framework which all assessments align with; four further elements are in use in the Teaching, Learning, and Curriculum (TLC) department:

- ***Worldview*** addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.
- ***Human Growth and Change*** addresses principles of growth, development, and learning and the use of these principles to effect positive change.
- ***Groups, Leadership, and Change*** addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.

- **Communication and Technology** addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.
- **Research and Evaluation** addresses valuing and conducting disciplined inquiry for decision-making.
- **Personal and Professional Growth** addresses commitment to holistic, personal, and professional growth.
- **Content Area Knowledge** addresses cognitive knowledge of the specific content area and current issues.
- **Curriculum Development** addresses curriculum literature, the procedures for developing it and ability to create curricular documents. TLC.
- **Instructional Development** addresses how to organize instruction and use of a repertoire of strategies to teach all students.
- **Assessment** addresses the creation of curriculum-based assessments aligned to standards and curriculum and continuous quality improvement.

Rubrics used to evaluate candidate performance include both unit Conceptual Framework standards as well as Michigan Department of Education standards for displaying the curriculum’s organization.

5. Program assessments. Indication of whether the program has a unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system.

The Elementary Education Language Arts program has a faculty-developed and approved curriculum map. This map displays four gateways which show program requirements for a candidate to progress through the program: (a) program admission; (b) progress check #1 including readiness for student teaching or professional field experience; (c) progress check #2 for satisfactory completion of student teaching or field experience; and (d) readiness for program completion. It also displays the program assessments requirements according to NCATE standards which are aligned with MDE standards. The curriculum map for Elementary Education Language Arts is shown in [Attachment 3](#).

6. **Program of study.** [Attachment 4](#) is an outline of the courses and experiences required for candidates to complete the program.
7. **Candidate Information:** In Table 1 are displayed data on candidates enrolled in the program and completing the program for the years: 2007-2010.

Program: Elementary Language Arts, BA		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers(2)

2009-2010	11	3
2008-2009	12	5
2007-2008	12	7

8. **Faculty Information:** The faculty responsible for professional coursework, clinical supervision, or administration in this program are shown in [Attachment 5](#).

SECTION II — LIST OF ASSESSMENTS

In this section, list the 7 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1	Licensure assessment, or other content-based assessment Michigan Certification Test	State licensure test (a) Michigan Test for Teacher Certification (MTTC) (b) Michigan Test for Teacher Certification (MTTC) Subject Area Exam	(a) Before admission to Teacher Preparation Program (b) At completion of Teacher Preparation Program, Candidate must pass Subject Area Exam prior to state certification.
2	Assessment of content knowledge in Elementary Language Arts Scoring Guide for Multicultural Children’s Literature Mini-Unit Course grade Philosophy of Language Arts Scoring Rubric Course grade	Project Final grade at the conclusion of course Essay Final grade at the conclusion of course	Required course [EDTE 420 Literacy Intervention Strategies] Required course [EDTE 436 Writing K-8] Required course [EDTE 444/484 Elementary Language Arts Methods/Developmental Reading] Required course [EDTE 448 Methods for Integrating

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
		Arts & Movement in Elementary Curriculum]
3 Assessment of candidate ability to plan instruction Micro Teaching Assessment Rubric	Project	Required course [EDTE 408 Principles of Teaching and Learning]
4 Assessment of student teaching Student Teacher Final Evaluation Rubric	Mentor assessment	Completion of program [EDTE 488 Student Teaching: Elementary]
5 Assessment of candidate effect on student learning Impact on K-8 Student Learning	Project	Completion of the program [EDTE 487 Student Teaching Seminar]
6 Additional assessment that addresses SPA standards (required) Professional Development	Portfolio	Required courses [EDTE 165 Philosophical & Social Foundation of Education] [EDTE408 Principles of Teaching and Learning]
7 Additional assessment that addresses SPA standards (optional) Alumni Survey	Questionnaire	two years and four years after program completion

SECTION III — RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
1.0 Structure of the Basic Program	
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice elementary language arts teachers.	Information is provided in Section I, Contextual Information.
2.0 Attitudes for Elementary Language Arts	
Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by elementary language arts teachers.	
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 Candidates use elementary language arts to help their students become familiar with their own and others' cultures.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates. (all methods courses, tutoring sessions)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
<p>2.4 Candidate use practices designed to assist students in developing habits of critical thinking and judgment.</p>	<p><input type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.</p>	<p><input type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning</p>	<p><input type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>3.0 Knowledge of English Language Arts</p>	
<p>Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.</p>	
<p>3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input checked="" type="checkbox"/>#6 <input checked="" type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.</p>	<p><input checked="" type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

NCTE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
3.3 Candidates demonstrate their knowledge of reading processes.	<p>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
3.4 Candidates demonstrate knowledge of different composing processes.	<p>X#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.	<p><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	<p><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	<p><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>

4.0 Pedagogy for English Language Arts	
Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.	
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

<p>4.6 Candidates engage students in critical analysis of different media and communications technologies.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.8 Candidates engage students in making meaning of texts through personal response.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 X#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p>X#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</p>	<p><input type="checkbox"/>#1 X#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p> <p><input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>