<table>
<thead>
<tr>
<th>Competencies NCTE Standards aligned with TEAL Reports</th>
<th>Required Classes (Syllabi Linked to Class Number)</th>
<th>Key Assessment(s) Aligned with Student Learning Outcomes (SLO)</th>
<th>Benchmarks Aligned to Key Assessments and Student Learning Outcomes (SLO)</th>
<th>Program Adjustments/Improvements Based on Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAL Goal 1: M.A.T. English candidates will demonstrate deep content knowledge of English language arts.</td>
<td>Pre-Internship Requirement</td>
<td>Praxis II</td>
<td>100% of M.A.T. English candidates will attain the minimum required passing score as designated by the South Carolina State Department of Education on the PRAXIS II examination in English Language Arts.</td>
<td>To improve the program, we will continue to admit applicants who earned a bachelor’s degree in literature and meet the grade requirements set forth by the M.A.T. faculty into the program. Those policies are consistent across M.A.T. programs and faculty will continue to abide by them. However, when considering applicants who earned a degree in a related field, we will continue becoming more stringent in the classes we do and do not accept. For example, a potential candidate who studied British drama and earned a degree in theater does not meet the criteria for British literature, but there is substantial overlap, based on the course description, that the candidate did study British literature. To improve our understanding of the applicants’ qualifications, we will schedule advising meetings with them to discuss their qualifications, so we can make a more meaningful decision about their acceptance or denial into the M.A.T. English program.</td>
</tr>
<tr>
<td>I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCTE: Standard 1 CAEP: 1.1-1.5, 2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TEAL Goal 2: M.A.T. English candidates will demonstrate deep content knowledge of English language arts when admitted to the M.A.T. English program**

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

**Element 1**: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

**Element 2**: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

**Element 3**: Candidates are knowledgeable about how

---

**Admission to M.A.T. program requirement**

**Undergraduate Content Transcript Analysis**

**100% of M.A.T. English candidates will have earned 33 or more credit hours in English language arts coursework on the college-level.**

To improve the program, we will continue to admit applicants who earned a bachelor’s degree in literature and meet the grade requirements set forth by the M.A.T. faculty into the program. Those policies are consistent across M.A.T. programs and faculty will continue to abide by them. However, when considering applicants who earned a degree in a related field, we will continue becoming more stringent in the classes we do and do not accept. For example, a potential candidate who studied British drama and earned a degree in theater does not meet the criteria for British literature, but there is substantial overlap, based on the course description, that the candidate did study British literature. To improve our understanding of the applicants’ qualifications, we will schedule advising meetings with them to discuss their qualifications, so we can make a more meaningful decision about their acceptance or denial into the M.A.T. English program.
adolescents compose texts and make meaning through interaction with media environments. 

Content Pedagogy: Planning Literature and Reading Instruction in ELA

NCTE: Standard 2
CAEP: 1.1-1.5.2.2

TEAL Goal 3: M.A.T. English candidates will demonstrate the ability to plan a cohesive instructional unit that measures prior student knowledge before the unit and student growth following the unit.

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments

EDSC 547 Instructional Design Portfolio

100% of M.A.T. English candidates will demonstrate the ability to plan a cohesive instructional unit that measures prior student knowledge before the unit and student growth following the unit.

100% of M.A.T. English candidates will create a pre/post-assessment aligned to a specific strand of the Common Core State Standards that will be a focus of the instructional unit and explain how they will evaluate student knowledge using their assessments.

Based on the analysis, we need to make more explicit the instructional strategies that can be used for teaching grammar, literature, and media literacy. Before analyzing this data, we thought candidates would be able to apply those strategies. However, they tended to revert to how they were taught during their high school and undergraduate education. With the new key assessment, candidates will be required to not only plan instruction more thoughtfully, but also to explain how they will develop students' reading, writing, speaking, listening, viewing, and critical thinking skills while engaging English Language Arts content.

The following statement was used and approved to justify the key assessment change: “The previous assessment was limited in that candidates could satisfy its requirements by only providing commentary about how the instructional unit addressed language, composition and grammar, vocabulary, literature, media literacy, and
(e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

**Element 3**: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

**Element 4**: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

**Element 5**: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

**Element 6**: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

lesson integration. The assessment did require candidates to design an instructional unit complete with a pre/post assessment, unit plan calendar, and individual lesson plans, and the rubric used to evaluate the assessment was not tightly aligned to those documents. This revised assessment still requires candidates to create those documents, but the rubric does a better job assessing those documents. In this way, this assessment builds and extends on the previous assessment’s requirements.”
<table>
<thead>
<tr>
<th>NCTE: Standard 3</th>
<th>CAEP: 1.1-1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAL Goal 4: M.A.T. English candidates will successfully demonstrate the ability to teach English Language Arts</td>
<td>EDSC 590</td>
</tr>
<tr>
<td>IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.</td>
<td>100% of M.A.T. English candidates will successfully complete a 12-week internship in a high school English Language Arts classroom</td>
</tr>
<tr>
<td><strong>Element 1:</strong> Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</td>
<td>Because of the requirement that candidates must score at least “proficient” on this assessment to “pass” their internship and complete the program, this assessment places a minimum-competency mindset on both the evaluator and candidate. The evaluator feels pressured to ensure this assessment showed growth when comparing the formative scores to the summative scores. Moreover, if a candidate did score at the “proficient” level on the formative assessment, the cooperating teacher and candidate focused more on the areas to improve rather than continuing to develop these “already proficient” areas.</td>
</tr>
<tr>
<td><strong>Element 2:</strong> Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.</td>
<td>To improve mentoring of interns using this form, we will stress the importance of candidates scoring at the level of “exemplary” on this assessment. To do so, we will explain to the cooperating teachers and the interns at the preliminary meeting and at the formative conference that the goal is not only to pass with a “proficient” score, but it is to score at the “exemplary” level. Moreover, when we meet with the interns after our formative conference, we will bring this form to discuss their progress in both the areas that are below the “proficient” level and the</td>
</tr>
</tbody>
</table>
for different audiences, purposes, and modalities.

**Element 4:** Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

*Learners and Learning: Implementing English Language Arts Instruction*

NCTE: Standard 4
CAEP: 1.1-1.5, 2.1-2.3

---

<table>
<thead>
<tr>
<th>TEAL Goal 5: M.A.T. English candidates will conduct an in-depth reflective analysis of their teaching practices.</th>
<th>V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.</th>
<th>100% of M.A.T. English candidates will articulate challenges they encountered while teaching their instructional unit plan and explain how they modified their instruction because of those challenges.</th>
</tr>
</thead>
</table>
| **Element 1:** Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds. | **Element 2:** Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning. | **Teacher Work Sample**
100% of M.A.T. English candidates will gather student assessments - formative and summative - while teaching their instructional unit and analyze them to identify areas where students grasped the content being delivered and where additional instruction is needed. |
| Something we did when working with the 2012-2013 cohort that we did not continue with the 2013-2014 cohort was holding monthly meetings during the internship semester. We decided not to hold these meetings for two reasons. First, the cohort was asked if they wished to meet as a whole group monthly, and the cohort voted against it. Secondly, the candidates were enrolled in EDSC 580 (Internship Seminar) during their internship, and that course offered them support to complete their teacher work samples. Therefore, we felt comfortable meeting with candidates individually after an observation to discuss the lesson we watched and the progress they were making on their teacher work sample. In hindsight, we think we should have held those monthly meetings and plan to do so with areas that are above the "proficient" level. |

The following statement was used and approved to justify the key assessment change: “NCTE (National Council of Teachers of English) has updated their standards. The previous evaluation instrument was aligned to NCTE’s old standards. This instrument is aligned to NCTE’s new standards. Additionally, this new instrument is also aligned to the Spadoni College of Education’s Conceptual Framework.”
**Element 3**: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

**Element 4**: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

**Professional Knowledge and Skills**

<table>
<thead>
<tr>
<th>NCTE: Standard 5</th>
<th>CAEP: 1.2, 1.3, 1.5, 3.5, 5.4</th>
</tr>
</thead>
</table>

---

**TEAL Goal 6:**

M.A.T. English candidates will synthesize theories, concepts, and ideas in relation to their understanding of what it means to be a high school English language arts teacher.  

**Element 1**: Candidates plan and 

| EDSC 547 |
| Teaching Philosophy |

- **100% of M.A.T. English candidates will articulate their beliefs about building their students’ capacities to read, think, listen, view, write, and speak.**  
- **100% of M.A.T. English candidates will explain how they**

---

**Key Assessment Change:**

As a key assessment, we felt that the entire teacher work sample for one key assessment was too comprehensive. Therefore, when rethinking the key assessments, we broke it into parts and this key assessment will only analyze sections 5-7 of the teacher work sample.

The following statement was used and approved to justify the key assessment change: “This assessment is not new; rather, it has been scaled down. According to the previous TEAL Report, the entire Teacher Work Sample was included, but that was not specific enough to identify exactly which aspects of candidates’ teaching it was evaluating. Therefore, at the request of the Spadoni College of Education Accreditation Expert’s discretion, this assessment was refined to be more exact about the dimensions of candidates’ teaching it is evaluating.”

**This assessment is weak.** Although it was created to prepare candidates for the English Language, Literature, and Composition Praxis Exam (Test #44), it was not successful. Of the nine candidates who scored “competent” on this exam, only six of them passed the Praxis.
implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

**Element 2:** Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

NCTE: Standard 7
CAEP: 1.2, 2.2, 3.6, 4.2

plan to address diversity and multiculturalism in their classrooms.

100% of M.A.T. English candidates will describe their conceptualization about what it means to be an ethical teacher.

100% of M.A.T. English candidates will draw on educational research to identify a theorist whose work they found to be most influential on them and explain how they embody that theorist’s ideas in their teaching.

100% of M.A.T. English candidates will detail their conceptualization of being a reflective practitioner in writing and then apply that idea to school leadership, collegial collaboration, meaningful professional engagement, and Community partnerships.

 plan to address diversity and multiculturalism in their classrooms.

100% of M.A.T. English candidates will describe their conceptualization about what it means to be an ethical teacher.

100% of M.A.T. English candidates will draw on educational research to identify a theorist whose work they found to be most influential on them and explain how they embody that theorist’s ideas in their teaching.

100% of M.A.T. English candidates will detail their conceptualization of being a reflective practitioner in writing and then apply that idea to school leadership, collegial collaboration, meaningful professional engagement, and Community partnerships.

Additionally, the content of English Language Arts is not taught in the coursework provided to M.A.T. English candidates. The M.A.T. courses are more geared towards developing candidates’ pedagogical skills, not teaching them the content that they should have learned during their undergraduate coursework. As such, the 2013-2014 cohort was the last cohort required to satisfy this key assessment, and a new key assessment has been adopted starting with the 2014-2015 cohort.

The following statement was used and approved to justify the key assessment change: “...The previous assessment was a Content Knowledge Test. Because candidates’ must demonstrate content knowledge on the Subject Area Praxis, have earned a bachelor’s degree in English (or have the equivalent coursework), and show deep content knowledge while teaching, a more useful assessment was created that did not also evaluate candidates’ content area knowledge. This assessment was created specifically to address how candidates understand and view diversity and multiculturalism in their teaching while also having them identify influential educational theorists. Moreover, it requires candidates’ to explain their conceptualization of what being an ethical English language arts teacher means and how they...
practice reflection as part of their teaching craft. This assessment is especially important because it addresses NTCE’s standards six and seven, which went previously unaddressed.”

| TEAL Goal 7: M.A.T. English candidates will demonstrate their knowledge of the principles of learning and teaching for grades 7-12. | Graduation Requirement | Praxis II PLT Exam | Overall, we are pleased with this assessment. All candidates shared a text they found meaningful and wanted to teach in their future classroom. Plus, they shared how they planned to teach that text in an instructional manner, which further developed their lesson planning and teaching skills. To improve this assessment, candidates need to become better readers of research and understand the research behind the instructional strategies they select. Although candidates are exposed to research and the theory behind the instructional techniques they are taught in EDSC 547, they are still not independently relaying their understanding of the research as part of this assessment. One reason for this challenge is that EDSC 547 is designed as a practitioner’s course more than a theoretical study of secondary English language arts. As a result of this class, candidates need to be prepared in the steps necessary to teach a piece of text or a specific skill when they enter their internship. Although research is implicit in that ability, EDSC 547 drifts away from theory and emphasizes instructional methods. Therefore, candidates are locating and using research-

| VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators. | | | practice reflection as part of their teaching craft. This assessment is especially important because it addresses NTCE’s standards six and seven, which went previously unaddressed.”

| Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA. | | | practice reflection as part of their teaching craft. This assessment is especially important because it addresses NTCE’s standards six and seven, which went previously unaddressed.”

| Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. | | | practice reflection as part of their teaching craft. This assessment is especially important because it addresses NTCE’s standards six and seven, which went previously unaddressed.”

| NCTE: Standard 7 CAEP: 1.2, 2.3, 4.1.5.4 | | | practice reflection as part of their teaching craft. This assessment is especially important because it addresses NTCE’s standards six and seven, which went previously unaddressed.”

100% of M.A.T. English candidates will exhibit their knowledge of how students learn.

90% of M.A.T. English candidates will show their understanding of different instructional practices.

90% of M.A.T. English candidates will prove their knowledge of different assessment methods.

100% of M.A.T. English candidates will demonstrate their understanding of professional development, leadership, and the community.
based instructional strategies, but they are not reading the research that supports the strategies.

To strengthen candidates’ understanding of research, we created an Independent Research Investigation in EDSC 518 (Addressing Literacy in the Content Area) that requires candidates to compose a paper that explains how they would teach a text specific to their content area using research-based instructional strategies and cite the research and credible sources that supports their use of these strategies. To support candidates’ completion of that assignment, we taught them the differences between quantitative and qualitative research and the positivist, constructivist, and critical research paradigms. When grading these papers, we noticed several candidates across all the M.A.T. programs struggled with reading and using research and we asked them about it. They responded that they had never been asked to “use” research to guide their decisions, only to reference research. This distinction is interesting in that the first time candidates were required to engage research and theory from this perspective was in EDSC 518. We believe that by building candidates’ understanding of research and theory in EDSC 518 before being required to take EDSC 547, they will become more comfortable
citing and discussing the research that supports the instructional strategies they select. Going forward, this assessment will not be used as a key assessment in the future, but we will continue to use it as a class assessment.

The following statement was used and approved to justify the key assessment change: “The previous assessment was a text-based mini-lesson that required candidates to plan and teach a lesson to their classmates. Although that assessment is still a course requirement in EDSC 547, it is no longer a key assessment. Instead, the Praxis Principles of Learning and Teaching (PLT) exam was selected because it addresses multiple standards required by NTCE. Additionally, because the NCTE standards of 3.4 and 5.3 were engaged once with the previous assessments, this assessment strengthens that shortcoming.”

| TEAL Goal 8: M.A.T. English candidates will demonstrate professional dispositions. |
| 2.0 ELA Candidate Attitudes |
| Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and are responsible for |

| Assessed at the Beginning and Middle of Program | Dispositions Rubric | 100% of M.A.T. English candidates will model professional behaviors throughout their experience in the M.A.T. program. |
strengthen professional attitudes needed by English language arts teachers.

4.0 ELA Candidate Pedagogy Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.