Program Conceptual Framework
English Education, Grades 8-12
Initial Preparation Program
Fall 2006

The English Education Program at the University of Kentucky prepares candidates for teaching English and language arts in grades 8-12. The conceptual framework for the English Education Program integrates themes and components from the unit conceptual framework; the mission and vision of the institution, the unit, and the Department of Curriculum and Instruction; the standards of the National Council of Teachers of English; and the Kentucky New Teacher Standards.

The conceptual framework that guides the program is aligned closely with the unit conceptual framework, which is reflected in the following abstract:

> The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, *Research and Reflection for Learning and Leading.* This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

> *Research* is a valued activity and tool within UK's educator preparation programs. Faculty and candidates generate scientific research using a wide range of research methodologies and contribute to the professional literature. Programs use practitioner inquiry and data-based instructional models in applied settings to enhance student learning and professional development. Research findings from the entire field of education inform design of courses, selection of interventions, and features of professional education programs.

> *Reflection* is a long-standing aspect of UK's educator preparation programs and is, in our view, a hallmark of professional practice. Reflective assessment of performance, outcomes, and approaches to problems is a dynamic process appropriate for faculty, experienced educators, and candidates in initial stages of their careers. Candidates are expected to complete numerous reflective activities as they work to meet standards; the goal is to prepare educators who are capable of analysis and problem-solving that will result in improving educational practices and outcomes.

> *Learning* is included as a component within our conceptual framework to underscore our commitment to the many facets of learning and to highlight the ways in which our programs conceptualize, promote, and accomplish learning. As a unit, we do not share a single theoretical view of learning. Faculty and candidates conceptualize learning using a wide range of perspectives including behavioral, constructivist, and social. We believe that our diversity of thought enriches and strengthens our unit. The reference to learning in our conceptual framework encompasses learning among all those who participate in our educator preparation programs and those who are affected by the educational efforts of our faculty and candidates.

> *Leading* is an expectation that faculty hold for ourselves and an outcome that we promote among our candidates. As members of the educational community at Kentucky's flagship university, we believe it is our obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies. We believe that as leaders and followers work together to improve student learning among diverse student populations, we can obtain positive results that improve education in Kentucky and beyond.

The four elements of our conceptual framework are synergistic and mutually supportive of our work. Taken as a whole, *research, reflection, learning, and leading* provide a strong conceptual basis and functional framework for the preparation of educators at the University of Kentucky.

Institutional and Unit Vision, Mission, and Values

In conjunction with the unit conceptual framework, the vision and missions of the University of Kentucky, the professional education unit, and the Department of Curriculum and Instruction also guide the English Education Program. These vision and mission statements are described as follows:

Vision of the Institution
The University of Kentucky will be one of the nation's 20 best public research universities, an institution recognized world-wide for excellence in teaching, research, and service and a catalyst for intellectual, social, cultural, and economic development.

Mission of the Institution
The University of Kentucky is a public, research-extensive, land grant university dedicated to improving people's lives through excellence in teaching, research, health care, cultural enrichment, and economic development.

The University of Kentucky:
- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship, and creative activity.
- Serves a global community by disseminating, sharing, and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

Values of the Institution
The values of the University guide its decisions and the behavior of its community. Its core values are:
- Integrity
- Academic excellence and academic freedom
- Mutual respect and human dignity
- Embracing diversity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility
- Service to society

Vision of the Professional Education Unit
The College of Education at the University of Kentucky will become one of the nation's 20 best public professional education units with emphasis on research, reflection, learning, and leading in service to the Commonwealth, the nation, and the world.

Mission of the Professional Education Unit
The College of Education endeavors to expand the knowledge of teaching and learning processes across a broad educational spectrum. The college fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff. As part of a research-extensive university, the college advances knowledge

through research. As part of a land grant institution, the college prepares professionals for a variety of roles in educational settings and community agencies and provides leadership in the improvement of the education, health, and well being of citizens in the Commonwealth, the nation, and the world.

Values of the Professional Education Unit

In addition to embracing the values of the university, faculty in the College of Education prepared a statement of core values—attitudes, behaviors, and commitments—that demonstrate our shared vision of becoming a nationally recognized college of education:

- Service to the diverse needs and aspirations of candidates and faculty
- Adherence to professional and state standards for education professions
- Participation in generating and evaluating educational initiatives and policies
- Generation and application of scientific and practitioner research
- Professional reflection to ensure continuous growth and improvement
- Encouragement of lifetime learning and wellness
- Leadership for educative growth.

Mission of the Department of Curriculum and Instruction

The mission of the Department of Curriculum and Instruction is to 1) design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) prepare teachers and provide continuing professional development; 3) conduct and disseminate research; and 4) provide services in a variety of educational and professional settings.

English Language Arts Program Philosophy, Commitments, and Dispositions

The faculty of the English Education Program approaches the teaching of English language arts primarily as a matter of literacy instruction. We define literacy based on theories from the New Literacy Studies (NLS) (Street, 1983; Gee, 1996; New London Group, 2000; Lankshear & Knobel, 2003), defining literacy in the following ways:
- Literacy is a complex concept that encompasses reading and writing in multiple semiotic modes that include six (6) functional grammars (New London Group, pp. 25-28): linguistic, visual, audio, gestural, spatial, and multimodal.
    - Because education in literacies entails more than the teaching of print literacy, it is more appropriate to speak, think, and teach in terms of *literacies* (New London Group, 2000).
        - Literacies are vehicles for learning, communicating, and participating in social contexts. (Street, 1983)
        - The values and uses of a given literacy practice are always determined by the social context in which that practice happens. (Street, 1983, 2001; Gee, 1996)
        - The teaching of multiliteracies should emphasize the multimodal nature of language and communication. (Lankshear & Knobel, 2003)
        - Teaching multiliteracies involves expanding the definition of "text."
            - Rather than focusing on print and speech only, multiliteracies teaching emphasizes the study and use of "texts" that include print, speech, images, audio, video, gesture, movement, and space, from which people make and convey meaning. (New London Group, 2000)

The New London Group (2000) defines literacies as strategies for making meaning from or in a variety of social contexts in ways that enable people to gain equitable access to and agency in those contexts. So defined, literate individuals use their literacies and identities (multiliteracies) strategically to act in their own interests for personal, civic, and working life. The NLS concept of multiliteracies teaching involves explicit understanding and use of flexible functional grammars (linguistic, visual, audio, gestural, etc.) that help language learners take

advantage of social diversity while learning how to use the multiple communication modes and technologies integral in modern society.

The program faculty members for the English Education Program recognize that this approach to literacy and language arts curriculum and instruction helps them to support and educate preservice teachers as they learn to address the use of literacies in addressing multiple purposes of education. Again relying on New Literacy Studies theories, we believe that the purposes of education, and therefore the purposes of multiliteracies education, include

- Providing *all* learners with the fullest access possible to a range of social discourses, including those of work, civic life, and personal life. (Bloom, p. ix, in Kist, 2005)
- Providing *all* learners with the fullest access possible to resources necessary for adaptation to mainstream and local community life as well as teaching them the critical thinking skills and dispositions necessary for positive, progressive, and equitable transformation of mainstream and local community life. (New London Group, p. 9)

These purposes of education drive curriculum and instruction in the English Education Program and highlight our commitment to providing preservice teachers with resources, literacies, and opportunities to practice social justice through political awareness. This approach includes an expectation that candidates in our program will teach their own students in middle and high school settings to do the same. Our program's foundation in the New Literacy Studies indicates our commitment to helping candidates and their future students develop their self awareness and social agency so that they can assess their needs and act productively in institutional spaces. We value English language arts teachers who focus on "dealing with linguistic differences and cultural differences that are now central to the pragmatics of our working, civic, and private lives" (New London Group, p. 6). Our program, then, is designed to help candidates learn how to explicitly teach their students to successfully use multiple symbol systems, multiple English dialects, and communication patterns that cross cultural, community, and national boundaries. We believe that this kind of learning is accomplished through the recruitment of "the different subjectivities, interests, intentions, commitments, and purposes" that students bring with them to school (New London Group, p. 18). In these ways, we treat multiliteracies curriculum and instruction as a means for helping our candidates learn how to implement English language arts curriculum as a vehicle for the "design for social futures" (New London Group, p. 19).

The use of a New Literacy Studies framework for curriculum and instruction in the English Education Program along with our supplementary focus on the nature of teaching, schools, and teacher education aligns well with the multiple sets of themes, dispositions, and standards used for both program assessment and candidate performance assessments used to evaluate our program. These standards sets include:

A. NCATE/NCTE Performance Standards for K-12 English Language Arts Teaching
B. EPSB Themes (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap)
C. Kentucky New Teacher Standards
D. Unit Functional Skills and Dispositions
E. Unit Technology Standards

Knowledge Base of the English Education Program

Via our use of New Literacy Studies theories to frame curriculum and instruction, we align the English Education Program with the National Council of Teachers of English *Guidelines for the Preparation of Teachers of the English Language Arts* (1996). As such, our program is further based on the following principles from those guidelines.

1. Diversity

- We educate our candidates to recognize and value student diversity, promote communication and understanding across cultures, use diversity to enhance academic achievement, enable students to construct meaning from multiple sources, and encourage multiple ways of knowing.

2. Content Knowledge
   - We educate our candidates to understand the roles of multiple literacies, including reading, writing, speaking, listening, viewing, and visually representing. We further teach our candidates how to teach using a broad view of what constitutes a text (both print and non-print media), teach them to understand and transmit knowledge about literature and composition, and teach them to know and use a wide range of critical and interpretive approaches. We orient our candidates to understand the uses of language and literature across and within cultures, to know that media and technology are integral to teaching, to understand the nature of English, and to integrate students' home literacies into classroom instruction.

3. Pedagogical Knowledge and Skill
   - We educate our candidates to understand and be skillful in planning and implementing learner-centered instruction, employing authentic assessments of student learning, and knowledge about the multiple positions and orientations for teaching the English language arts in diverse contexts.

4. Opportunity
   - We educate our candidates to develop teaching/learning processes using a wide range of media as they teach their own students how to be critically literate individuals who participate in a democratic society. We further work to provide candidates with experience in a wide range of literature, to participate in model classroom learning communities, to experience multiple means of assessment, to develop professional communities, and to reflect on their own and others' instruction as a means for self-improvement.

5. Dynamic Literacy
   - We encourage our candidates to learn and practice writing with proficiency and pleasure, to read widely, to participate in cultural events, and to write about their own experiences as writers and readers alongside their students.

Based on NCTE *Guidelines* for teacher preparation, our program emphasizes the following components for learning to teach.

- Attitudes
  - Teachers should recognize that all students can learn, desire to promote social diversity through curriculum, promote respect for individual languages and dialects, encourage growth through strategic language use, believe in the need to align student needs with teacher objectives, encourage students to respond critically to different kinds of texts, commit to continuing professional growth, take pride in teaching English, be sensitive to school and community contexts, develop habits of critical thinking, recognize the value of diverse opinions, desire to promote the arts and humanities to students, and encourage students to read and write about their textual understandings.
- Content Knowledge
  - Language Development
    - Teachers should view growth in language as a developmental process related to home language, native language, dialect, and second language acquisition. Reading, writing, speaking, listening, observing, and thinking should be treated as interrelated, and social, cultural, and economic environments should be seen as integral to language teaching and learning.
  - Language Analysis
    - Teachers should think of the English language as dynamic rather than static, and they should understand that there are many viable and valid versions of English.
  - Language Composition
    - Teachers should understand that oral, written, and visual composition requires an understanding of multiple processes, and that verbal and visual language influence thought and action.

- Written Discourse
  - Teachers should treat writing as a form of inquiry, reflection, and expression.

- o Reading and Literature
  - ▪ Teachers should treat reading as a constructivist and transactional process. They should know that proficient readers are conscious of their own comprehension processes. They should believe that effective teaching requires knowledge of literature and literary genres representing multiple worldviews for classroom discussion, and that literature is a source for exploring and interpreting human experience.
- o Media
  - ▪ Teachers should believe that knowledge of print and non-print media is necessary to understand contemporary culture.
- o Instructional Media
  - ▪ Teachers should believe that instructional media can aid and add to the English language arts.
- o Assessment
  - ▪ Teachers should believe that student learning ought to be assessed in multiple ways; they should understand that standardized testing alone does not adequately reflect student learning, and should become proficient in creating, implementing, and using formative, summative, formal, and informal assessments of student learning.
- o Research and Theory
  - ▪ Teachers should believe that knowledge of major trends in research and theory from both education and English is essential for effective teaching.

- Pedagogical Knowledge and Skills
  - o Instructional Planning
    - ▪ Teachers should treat English instruction holistically, involving both collaborative and independent student learning and using a variety of materials and media to work on interdisciplinary instructional units.
  - o Instructional Performance
    - ▪ Teachers should promote respect for and understanding of academic, ethnic, racial, language, cultural, and gender differences in the classroom, stimulate students in active learning processes, use students' work as part of instruction, and incorporate technology.
  - o Instructional Assessment
    - ▪ Teachers should promote respect for challenging student discourse, use feedback to teach students, develop ways to communicate assessment results to diverse audiences, and use assessment to improve instruction.
  - o Instruction in Oral, Written, and Visual Languages
    - ▪ Teachers should enrich and expand language resources for different social and cultural settings, engage learners in discussion, interpretation, and evaluation of ideas, and design instruction that reflects language as a dynamic human creation.
  - o Instruction in Reading, Literature, and Nonprint Media
    - ▪ Teachers should build a reading, listening, and viewing community where students respond, interpret, and think critically to a variety of textual modes.

In order to achieve the goals expressed in NCTE's teacher preparation guidelines, and also to address EPSB themes for addressing literacy and closing the achievement gap, the English Education Program approaches the teaching of English as the teaching of *literacies*. As such, candidates in our program learn how to teach reading, writing, speaking, listening, viewing, and visually representing via instruction in pedagogies for reading, composition, literary studies, communications, and media studies. Using a multicultural framework, our candidates are trained to identify and incorporate their students' "funds of knowledge" for literacy practices (Moll & Gonzales, 2001), including non-native English speakers (Klingler & Vaughn, 2004) and link students' popular cultures to literacy learning (Morrell, 2005) in ways that include real world connections. Perhaps more importantly, our candidates are trained to teach their students the explicit codes of mainstream discourse and

English so that they use their multiple literacies strategically not only for their own self-interests but also for the equitable improvement of their communities and social institutions (Delpit, 1995; Delpit & Dowdy, 2003).

Candidates are given training in the teaching of reading that focuses on adolescent reading issues, particularly focused on the improvement of reading comprehension skills that appear to be at the heart of the ongoing achievement gap between white and minority/poor students in the United States (Tatum, 2006). Instruction in reading pedagogies and teaching strategies includes a focus on basic reading skills (Routman, 2004), reading comprehension (Cambourne, 2002; Duke & Pearson, 2002), metacognition (Pressley, 2002), and sociocultural models of reading (McCormick, 1994). Candidates are trained to teach writing and literature by inquiring into the nature and uses of literary studies (Scholes, 1985; Burke, 1999; Appleman, 2000) as well as methods and principles used in the teaching of writing. Candidates are taught principles of public speaking instruction and teaching listening skills (Burke, 1999), and also study how new media and digital communications technologies are essential to modern literacy curricula (Leu, 2002; Beach & Bruce, 2002; Lankshear & Knobel, 2003; Golden, 2001). English candidates receive training in discipline-specific instructional planning techniques and teaching methods (Atwell, 1998; Smagorinsky, 2001), and study literacy assessment techniques via study of Guthrie (2002) and Dornan, Matz-Rosen, & Wilson (1997) in conjunction with their field experiences.

In addition to using the New Literacy Studies and the National Council of Teachers of English guidelines to frame our program's approach to literacy teacher education, the English Education Program emphasizes the need for teachers to understand the institutional, sociological, cultural, and political contexts of literacy teaching, curriculum and instruction, and schools (Jackson, 1990; Lortie, 1975; Cusick, 1992; Britzman, 2003; Grossman, 1990; Apple, 1990, 2003; Delpit, 1995; Delpit & Dowdy, 2002; Cazden, 2001; Oakes, 1985; Anyon, 1981, 1997; Tyack & Cuban, 1995; Smagorinsky & Whiting, 1995; Darling-Hammond, 2005; Feiman-Nemser & Buchman, 1985). Teacher candidates in English Education are taught how to identify and mitigate problems inherent in institutionalized public education such as the hidden curriculum (Jackson, 1990), educational tracking (Oakes, 1985; Anyon, 1981, 1997), school reform (Tyack & Cuban, 1995), pitfalls of teacher education (Feiman-Nemser & Buchman, 1985), the apprenticeship of observation in learning to teach (Lortie, 1975; Grossman, 1990), and the tensions involved with learning how to teach while navigating between university teacher education and public school classrooms (Britzman, 2003). Teacher candidates are trained to identify and take advantage of techniques for managing classroom discourse (Cazden, 2001) and seize opportunities for using social diversity to create and strengthen learning communities and school equity (Delpit, 1995; Delpit & Dowdy, 2002). These concepts are used to help candidates maximize their awareness and observation/reflection skills during their field experiences and thereby increase their level of preparation for engaging in the full array of responsibilities involved with being a professional teacher in a secondary school.

This supplementary focus on the cultures and logics of teaching and school in modern society is connected with issues of literacy and English language arts curriculum and instruction in order to emphasize the political and cultural nature of literacy teaching and thereby develop a strong foundation for candidates to make sense of the complex experiences they are expected to learn from as beginning educators. This aspect of the program enhances candidates' subject matter training and enables them to navigate the institutional spaces they will occupy more successfully; as a result, we believe that our graduates will be better prepared for their jobs and therefore more likely to remain in the profession over time.

Candidate Performance Standards for the English Education Program

The English Education Program is guided by the following National Council of Teachers of English (NCTE) *Program Standards for Initial Preparation of Teachers of Secondary English Language Arts Grades 7-12.*

1. ELA Candidate Program Structure
Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers. As a result, candidates:
    1.1. Complete a program of study with a clear conceptual framework that reflects a strong integration of content, current theory, and practice in ELA

1.2. Explore a strong blend of theory and practice in their ELA preparation with evidence of completing assessed performances in fully supervised field experiences that reflect a variety of settings and student populations and which include more than 10 weeks of student teaching in classrooms with licensed teachers

1.3. Work with college university, and school faculty in English and education who collaborate on a regular basis to strengthen their teaching, develop curriculum, and pursue knowledge in the content, pedagogy, and attitudes appropriate to the preparation of ELA teachers

1.4. Meet performance benchmarks and/or gateways within an ELA program assessment system that regularly evaluates candidate performances by using multiple forms of assessment which demonstrate validity and reliability and which are common to all candidates

2. ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers. As a result, candidates:

2.1. Create and sustain an inclusive learning environment

2.2. Use ELA to help students become more familiar with their own and others' cultures

2.3. Use reflective practice to adapt instruction and behavior, and also to design plans for professional development

2.4. Design and implement instruction that assists students in critical thinking

2.5. Make meaningful and creative connections between ELA developments in culture, society, and education

2.6. Integrate arts and humanities into the daily learning of students

3. ELA Candidate Knowledge

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language. As a result, candidates:

3.1.1. Integrate knowledge of students' language acquisition and development into instruction and assessment

3.1.2. Design, implement, and assess instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of ELA

3.1.3. Use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language

3.1.4. Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate the knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity

3.1.5. Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning

3.1.6. Incorporate an in-depth knowledge of English grammars into teaching skills

3.1.7. Demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching

3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. As a result, candidates:

3.2.1. Create opportunities and develop strategies that permit students to demonstrate the influence of language and visual images on thinking and composing

3.2.2. Create opportunities and develop strategies enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning

3.2.3. Demonstrate a variety of ways to teach students composing processes that result in their creating various forms of text

3.2.4. Engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes

3.2.5. Use a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for multiple purposes

3.3. Candidates demonstrate their knowledge of reading processes. As a result, candidates:

3.3.1. Integrate learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts

3.3.2. Use a wide range of approaches for helping students to draw upon past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts

3.3.3. Integrate a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting learning

3.4. Candidates demonstrate knowledge of different composing processes. As a result, candidates:

3.4.1. Develop students' ability to use a wide variety of composing strategies

3.4.2. Teach students to make appropriate selections from different forms of text for a variety of audiences and purposes and to assess the effectiveness of their products

3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature. As a result, candidates:

3.5.1. Demonstrate an in-depth knowledge of, and an ability to use, various teaching applications for:

3.5.2. Works representing a broad historical and contemporary spectrum of American, British, and non-western literature

3.5.3. Works from a wide variety of genres and cultures, genders, and races

3.5.4. Works specifically written for older children and young adults

3.5.5. Works of literary theory and criticism and their effect on reading and interpretive approaches

3.6. Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. As a result, candidates:

3.6.1. Understand media's influence on culture, behavior, and communication

3.6.2. Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities that promote composing and responding to such texts

3.6.3. Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology

3.7. Candidates demonstrate knowledge of research theory and findings in English language arts. As a result, candidates:

3.7.1. Reflect on their own teaching in light of research and theory, and make appropriate adjustments to their teaching

3.7.2. Use models of classroom inquiry to analyze their own teaching practices

4. ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. As a result, candidates:

4.1. Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA

4.2. Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection

4.3. Work with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with other disciplines

4.4. Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability

4.5. Help students to participate in dialogue within a community of learners by making explicit for all students the speech and related behaviors appropriate for conversing about ideas

4.6. Engage students in critical analysis of different media and communications technologies

4.7. Integrate opportunities in which students demonstrate their abilities to use language for a variety of purposes

4.8. Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances

4.9. Demonstrate how reading comprehension strategies are flexible for making and monitoring meaning in both print and nonprint texts and teach a wide variety of such strategies to all students

4.10.   Integrate assessment consistently into instruction by:

    4.10.1. Establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do

    4.10.2. Interpreting individual and group results of any assessments and drawing upon a variety of information to inform instruction

    4.10.3. Assisting all students to monitor their work and growth in ELA

    4.10.4. Explaining to students, parents, and others concerned with education how students are assessed.

In addition to the NCTE standards, candidates must also demonstrate proficiency with the Kentucky New Teacher Standards, the Unit Functional Skills and Dispositions, and the Unit Technology Standards, which are identified below.

Kentucky New Teacher Standards

    I. Designs and Plans Instruction
    II. Creates and Maintains Learning Climates
    III. Implements and Manages Instruction
    IV. Assesses and Communicates Learning Results
    V. Reflects and Evaluates Teaching and Learning
    VI. Collaborates with Colleagues, Parents, and Others
    VII. Engages in Professional Development
    VIII. Demonstrates Knowledge of Content
    IX. Demonstrates Implementation of Technology

Unit Functional Skills and Dispositions

Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.
- Communicates successfully in formal presentations
- Communicates successfully in small groups and/or informal settings
- Uses nonverbal communications skills successfully
- Communicates successfully in writing (reports, essays, letters, memos, emails, etc.)

Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes.
- Demonstrates knowledge and command of sociocultural variables in education
- Demonstrates constructive attitudes toward children, youth, parents, and the community
- Demonstrates awareness and acceptance of diversity in educational settings.

Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.
- Accurately states key subject matter ideas
- Explains key subject matter ideas
- Tailors key subject matter ideas to diverse populations
- Addresses misconceptions among students about key subject matter ideas
- Identifies real life examples to enhance student learning of key subject matter ideas

Function Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
- Demonstrates acceptable educator behavior in diverse educational settings
- Demonstrates adaptability in reflecting on self in relation to diverse groups

Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior.
- Demonstrates understanding of the Kentucky School Personnel Code of Ethics
- Complies with all legal requirements for educators in a knowledgeable and timely manner
- Demonstrates understanding of ethical issues related to English Education

Unit Technology Standards

Standard 1:   Candidates integrate media and technology into instruction.
Standard 2:   Candidates utilize multiple technology applications to support student learning.
Standard 3:   Candidates select appropriate technology to enhance instruction.
Standard 4:   Candidates integrate student use of technology into instruction.
Standard 5:   Candidates address special learning needs through technology.
Standard 6:   Candidates promote ethical and legal use of technology disciplines.

Integration of the Conceptual Framework with the English Education Program Curriculum and Assessment

The English Education Program enables our candidates to meet required standards for new teacher practice, leadership, research, and reflective practice by integrating knowledge of content and profession, learning theory, and application of teaching/learning. The program provides candidates with a core of courses in subject matter content, educational foundations, and pedagogical theory and methods in addition to field experiences that enable them to meet program goals and standards through performance. As candidates complete the requirements for each course and participate in continuous assessment activities that include interviews, surveys, and portfolio development, they meet program goals and achieve/enhance their learning competencies. The portfolio assessment system we use supports candidates as they use digital technologies to reflect their learning via the posting and explication of artifacts created and/or collected during their participation in the program. The portfolios developed by English Education candidates include a resume, philosophy statements about candidates' approaches to literacy and language arts teaching, samples from candidates' teacher education coursework, sample lesson and unit plans from course- and field-work, assessment artifacts, evidence of participation in professional development, evidence of candidates' use of media and technology in classroom teaching, evidence of candidates' use of classroom management techniques, and other artifacts that demonstrate their progress toward meeting program expectations and new teacher standards. Data for initial continuous assessment are collected via the use of candidates' program applications and interview processes with the Program Faculty at the start of the admissions process. As candidates progress through the program, they develop a retention portfolio using an online open portfolio system. Finally, candidates use their retention portfolios and build on them to create an exit portfolio including lessons and units from courses they have taught during their student teaching experience. This exit portfolio demonstrates a candidate's attainment of each of the nine New Teacher Standards for the state of Kentucky. In addition to these artifacts, candidates may include portfolio items that demonstrate their attainment of goals articulated for new teachers in guidelines and standards from the National Council of Teachers of English.

In various courses prior to student teaching, our candidates have multiple opportunities to observe teaching and learning in diverse secondary school settings, to co-teach lessons with mentor teachers in the field, and to practice pedagogical techniques with their peers. For each of these experiences, candidates develop lesson plans, implement instruction, assess learning, reflect, and refine their own teaching and learning. During the student teaching experience, candidates gradually take on primary responsibility for English language arts and literacy instruction in a live classroom with secondary-level students, operating under the supervision of a highly qualified mentor teacher and a university field supervisor.

Commitment to Diversity

The English Education Program Faculty is committed to:

- Making diversity central to policies, decisions, and practices;
- Evaluating progress toward diversity in the program;
- Disseminating results widely; and
- Using these results to strengthen diversity for the Commonwealth

Equitable access to high quality literacy instruction in Kentucky's secondary schools is directly and indirectly affected by UK's English Education Program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in multiple literacies that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts.

The following matrix represents the elements of the English Education Program's components for addressing issues of social, cultural, and academic diversity related to the teaching of literacy and language arts in secondary school settings.

Admissions Structures	EDC 635, English Pedagogy in Secondary Schools	EDC 730-777, Foundations in Pedagogical Theory and Practice in the Secondary School	EDC 746, Student Teaching in the Secondary School	Content Area Curriculum and Training
Admissions Interview Protocol Question 2: What experiences have you had working with diverse adolescents? How do you define 'diversity'?	Course Reading: Boyd, F., Ariail, M., Williams, R., Jocson, K., Sachs, G., McNeal, K., Fecho, B., Fisher, M., Healy, M., Meyer, T., and Morrell, E. (2006). Real Teaching for Real Diversity: Preparing English Language Arts Teachers for the 21st-Century Classrooms.	Course Reading: Gaines, Ernest J. (1993). *A Lesson Before Dying*. New York: Vintage.	Field Observation Assessment Forms 1-4 (see course syllabus for details)	Undergraduate course requirements: ENG 264 Major Black Writers and ENG 483G African American/Diasporic Literature

	English Education, 38(4), pp. 329-350.			
Admissions Interview Protocol Question 5: Why have you chosen to teach English? What does it mean to be a language arts teacher for diverse students?	Course Reading: Conference on English Education. (2005). Supporting Linguistically and Culturally Diverse Learners in English Education. Available online at http://www.ncte.org/groups/cee/positions/122892.htm.	Course Reading: Hersch, Patricia. (1999). *A Tribe Apart: A Journey into the Heart of American Adolescence.* NY: Ballantine.	Mid-point and Final Field Observation Assessments (see course syllabus for details)	Undergraduate course electives: ENG 232 Literature and Place ENG 233 Literature and Identities ENG 234 Introduction to Women's Literature
Admissions Interview Protocol Question 6: How would you approach teaching writing to diverse students in high school?	Course Reading: Conference on College Composition and Communication (1974/2003). Students' Right to Their Own Language. Available online at http://www.ncte.org/library/files/About_NCTE/Overview/NewSRTOL.pdf.	Course Reading: Ornstein, Allan C., Lasley II, Thomas J. & Mindes, Gale. (2006). *Secondary and Middle School Methods.* Boston: Pearson, Allyn & Bacon.	Final Online Teaching Portfolio Assignments framed by Kentucky New Teacher Standards (see course syllabus for details)	Undergraduate course elective: ENG 485G Studies in Literature and Gender
Admissions Interview Protocol Question 9: Imagine you are teaching a class that lacks significant social, cultural, linguistic, or academic diversity. How would you help that class learn and understand issues of	Course Reading: National Council of Teachers of English, English Language Learners Task Force (2006). NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs). Available online at http://www.ncte.org/about/over/positions/level/gen/124545.htm.	Course Reading: Soder, Roger, Ed. (1996). *Democracy, Education, and the Schools.* San Francisco: Jossey-Bass.	Final Teaching Philosophy Statement Assignment (see course syllabus for details)	Undergraduate course electives: ENG 210 History of the English Language ENG 211 Introduction to Linguistics I ENG 310 American English

diversity in language, literacy, and culture?				
Admissions Interview Protocol Question 15: Describe an experience you have had with a diverse group of people, another culture, or another race. What have you learned from such experiences that you think will apply to your work as a teacher?	Course Reading: Women in Literature and Life Assembly (WILLA) of NCTE. (1990). Guidelines for a Gender-Balanced Curriculum in English Grades 7-12. Available online at http://www.ncte.org/about/over/positions/level/sec/116049.htm.	Course Reading: Gollnick, Donna M. & Chinn, Philip C. (2006). *Multicultural Education in a Pluralistic Society.* 7th Ed. Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.	Invited presentation: Creating Assessments for Diverse Learners	
Admissions Interview Protocol Question 16: How would you address linguistic and cultural diversity in your classroom?	Course Reading: Delpit, L. (2001). The politics of teaching literate discourse. In E. Cushman, E. Kintgen, B. Kroll, & M. Rose (Eds.). *Literacy: A Critical Sourcebook.* New York: Bedford/St. Martins, pp. 545-553.	Course Assignments (see course syllabus for details): Classroom Management Plan; Multicultural Assignment; Reading Reaction Forms; Final Exam Assignment	Invited Presentation: Differentiating Instruction for Diverse Learners	
	Course Reading: Purcell-Gates, V. (2002). "…As soon as she opened her mouth": Issues of language, literacy, and power. In L. Delpit and J.		Invited Presentation: Using Popular Culture to Teach Adolescent Literacy and Critical Literacy	

	Dowdy (Eds.), *The skin that we speak: Thoughts on language and culture in the classroom*. New York: New Press, pp. 122-141.			
	Course Assignments (see course syllabus for details): Observation Journal Assignments; Lesson Plan Assignments; Lesson Plan Reflection Assignment; Teaching Philosophy Assignment			

Commitment to Leadership

The English Education Program aligns itself with the positions of the National Council of Teachers of English Conference on English Education regarding the production of teacher leaders in English language arts education. CEE's (2006) statements underscore our program's commitment to educational leadership as follows:

"English education programs—students, faculty, and others involved in leadership roles—take part in the professional conversations that guide the teaching of English language arts and English education. This involvement includes active participation in local, regional, and national organizations; active advocacy in literacy and professional issues; and active and in-depth understanding of key issues, theories, and practices in teaching English language arts. Building professional communities also includes the development of an active inquiry stance in teacher candidates and an understanding of the importance of participation in the larger field of English teaching and other learning communities." (Conference on English Education, retrieved August 27, 2006, from http://www.ncte.org/groups/cee/positions/122928.htm, section 4)

Commitment to Addressing the Achievement Gap

The English Education Program aligns itself with the positions of the National Council of Teachers of English Conference on English Education regarding cultural and linguistic diversity in English language arts education. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of language arts and literacy education, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in literacy achievement between white and minority racial groups—a phenomenon popularly referred to as "the achievement gap." CEE (2006) offers the following belief statements that underscore our program's commitment to diversity in education:

Eight Beliefs for Supporting Linguistically and Culturally Diverse Learners in English Education

1. Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities.
2. Students bring funds of knowledge to their learning communities, and, recognizing this, teachers and teacher educators must incorporate this knowledge and experience into classroom practice.
3. Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice.
4. Students have a right to a variety of educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.
5. Educators need to model culturally responsive and socially responsible practices for students.
6. All students need to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored.
7. Teachers and teacher educators must be willing to cross traditional personal and professional boundaries in pursuit of social justice and equity.
8. Teaching is a political act, and in our preparation of future teachers and citizens, teachers and teacher educators need to be advocates for and models of social justice and equity.

(Conference on English Education, retrieved August 27, 2006 from http://www.ncte.org/groups/cee/positions/122892.htm)

Commitment to Technology

The English Education Program is committed to teaching candidates so that they use technology as a personal and professional tool. Our program is guided by NCATE standards and EPSB New Teacher Standards as they relate to technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work that focuses on using technology. Our candidates are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers candidates access to "smart" classrooms and technology labs in order to further facilitate their use of technology.

In addition to its alignment with NCATE standards, EPSB New Teacher Standards, and the Unit Technology Standards, the English Education Program aligns itself with the positions of the National Council of Teachers of English Conference on English Education regarding the use of technology and media in English language arts education. CEE's (2006) statements underscore our program's commitment to educational leadership as follows:

"Technology integration in any content area is most effective when the instructor, an expert in his or her discipline, makes important connections between the objectives and pedagogy of his or her content area and the available technology tools. This process involves asking how technology can support and expand effective teaching and learning within the discipline, while simultaneously adjusting to the changes in content and pedagogy that technology by its very nature brings about. Within the English language arts, this means:
- At the K-12, undergraduate, and graduate levels, English educators must integrate digital texts into the curriculum, drawing on a wide range of databases, archives, web sites, web logs, and other online resources.
- At the K-12, undergraduate, and graduate levels, English educators must encourage students to recognize, analyze, and evaluate connections between print and digital texts, as well as recognize what a

reader of print and digital texts needs. At the same time, teachers must challenge students to expand print-based models of text and reader to incorporate new digital genres.

- At the K-12, undergraduate, and graduate levels, English educators must prepare students to read new media using a range of new literacy skills, including information literacy strategies, multimodal literacy strategies, critical literacy strategies, and media literacy strategies."

(Conference on English Education, retrieved August 27, 2006, from http://www.ncte.org/groups/cee/positions/122936.htm)

KERA Initiatives and Kentucky Education Professional Standards Board Themes

The English Education Program is committed to addressing standards, policies, and themes set forth by the Kentucky Education Reform Act and the Kentucky Education Professional Standards Board. In particular, the program's curriculum and continuous assessment instruments are specifically designed to comprehensively address the following:

- Kentucky Learner Goals and Academic Expectations (see http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Academic+Expectations/default.htm)
- Kentucky Program of Studies for English and Arts/Humanities (see http://www.education.ky.gov/users/jwyatt/POS/POS.pdf, pages 228-301)
- Kentucky Core Content Standards for Reading, Writing, and Arts/Humanities (see http://www.education.ky.gov/users/jwyatt/CCA%204%201%20FINAL/CCA_41.pdf)
- Kentucky New Teacher Standards (see http://www.kyepsb.net/teacherprep/newteachstandards.asp, and this document)
- EPSB Diversity Theme (see section G above)
- EPSB Literacy Theme (See course syllabi for EDC 635 *English Pedagogy in the Secondary School*, EDC 746 *Student Teaching in the Secondary School*, and EDC 730-777 *Foundations in Pedagogical Theory and Practice in the Secondary School* for specific course readings, activities, and assignments that explicitly address this theme.)
- EPSB Assessment Theme (See course syllabi for EDC 635 *English Pedagogy in the Secondary School*, EDC 746 *Student Teaching in the Secondary School*, and EDC 730-777 *Foundations in Pedagogical Theory and Practice in the Secondary School* for specific course readings, activities, and assignments that explicitly address this theme.)
- EPSB Closing the Achievement Gap Theme (See section I above as well as course syllabi for EDC 635 *English Pedagogy in the Secondary School*, EDC 746 *Student Teaching in the Secondary School*, and EDC 730-777 *Foundations in Pedagogical Theory and Practice in the Secondary School* for specific course readings, activities, and assignments that explicitly address this theme.)

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