

## Endorsement Program Approval for English Language Arts

Please complete this form to request State Board of Education approval for the endorsement program indicated.. Please note that a program is a comprehensive set of learning opportunities developed to help the candidate to demonstrate the competencies specified in chapter 180-82A WAC. Majors/degrees are not automatically equivalent to endorsement programs.

To complete the form place your cursor on any of the gray text fields in the two right hand columns. You can also move from one text area to another by using the tab or arrow keys. Please return the completed form to your OSPI liaison.

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<b>Competency</b>	Opportunities for candidate to develop the capacity to demonstrate each competency	Strategies that will be used to assess candidate capacity/ performance on each competency
<b>1.0 Common Core: Attitudes for English Language Arts</b>		
Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will		
<b>1.1</b> demonstrate a respect for the worth and contributions of all learners.	<b>lesson and unit plan assignments: Eng 443-444</b>  <b>SEC 433: Videotape lesson plan presentation</b>  <b>Student teaching</b>	<b>peer evaluations; teacher evaluations; performance-based assessment of peer teaching</b>  <b>Self, peer and instructor evaluation</b>  <b>Student teaching observation and evaluation</b>

<p><b>1.2</b> use the English language arts to help students become familiar with their own and others' cultures.</p>	<p><b>textbook assignments; lesson and unit plan assignments: Eng 310, 311, 327, 338</b></p> <p><b>SEC 431 or 532, 431a, 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>peer evaluations; teacher evaluations; portfolio assessment</b></p> <p><b>Writing assignments, unit and lesson plan assessment, professional portfolio, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>1.3</b> engage in reflective practice and pursue continued professional growth and collaboration with colleagues.</p>	<p><b>small group discussions; listserve discussions Eng 443, 444, 301, 302</b></p> <p><b>SEC 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Reflective paper and self-evaluation</b></p> <p><b>Professional portfolio, self evaluation and reflective journal</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>1.4</b> help students develop lifelong habits of critical thinking and judgment.</p>	<p><b>textbook assignments Eng 313, 301</b></p> <p><b>Student teaching</b></p>	<p><b>teacher assessment of homework; reflective paper and self-evaluation</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>1.5</b> take informed stands on issues of professional concern.</p>	<p><b>minipapers and position statements; class discussion Eng 443-444, 442</b></p> <p><b>EDF 310: Lecture, readings, discussion, projects</b></p> <p><b>EDF 411: Small/large groups, discussion, question/answer, presentations, acting, debate</b></p>	<p><b>teacher assessment of homework; reflective paper and self-evaluation; exam</b></p> <p><b>Legal case study, journal, group presentation, summative project</b></p> <p><b>Papers, criticisms, oral response, presentation</b></p>
<p><b>1.6</b> recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general.</p>	<p><b>textbook assignments; small-group discussions; listserve discussions Eng 307-311, 443-444, 442</b></p> <p><b>EDF 310: Lecture, readings, discussion, projects</b></p> <p><b>EDF 411: Small/large groups, discussion, question/answer, presentations, acting, debate</b></p>	<p><b>teacher assessment of homework; reflective paper and self-evaluation</b></p> <p><b>Legal case study, journal, group presentation, summative project</b></p> <p><b>Papers, criticisms, oral response, presentation</b></p>

1.7 promote the arts and humanities in the daily lives of students.	<b>class discussion; lesson and unit plans Eng 443-444</b>  <b>Student Teaching</b>	<b>Listserve discussion; group discussion; reflective papers; peer self and teacher assessment of lesson and unit plans</b>  <b>Student teaching observation and evaluation</b>
<b>2.0 Common Core: Knowledge and Understanding of the English Language</b>		
The program prepares the candidate with knowledge and understanding of the English language; as a result the candidate will		
2.1 show an understanding of language acquisition and development.	<b>Textbook assignments Eng 370/Ling 201</b>	<b>Exams</b>
2.2 demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated.	<b>Integrated lesson plans and unit plans Eng 370/Ling 201, 443-444, 442</b>	<b>teacher assessment of unit plans and lesson plans; peer and self-evaluation</b>
2.3 recognize the impact of cultural, economic, political, and social environments upon language.	<b>Integrated lesson plans and unit plans; small group discussions; text assignments Eng 370</b>	<b>teacher assessment of unit plans and lesson plans; peer and self-evaluation; teacher assessment of homework</b>
2.4 acknowledge and understand diversity in language use, e.g., patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	textbook assignments; student presentations Eng 370, 436, 442	exams; group discussions; teacher assessment of homework
2.5 show an understanding of the evolution of the English language and the historical influences on its various forms.	<b>textbook assignments; Shakespeare unit plans Eng 370, 436</b>	<b>Exams; peer and teacher evaluation of Shakespeare unit plans</b>
2.6 demonstrate an understanding of English grammars.	<b>Formal papers Eng 370, 436.</b>	<b>Exams; teacher assessment according to formal paper rubric.</b>
2.7 demonstrate an understanding of semantics, syntax, morphology, and phonology.	<b>Textbook assignments Eng 370</b>	<b>Exams; inforamal and self-assessment of homework; Exams</b>
2.8 show the various purposes for which language is used.	<b>Textbook Assignments; Peer-teaching Eng 370, 301, 302</b>	<b>Exams; peer-evaluation</b>
<b>3.0 Common Core: Practices of Oral, Visual, and Written Literacy</b>		

The program prepares the candidate in the practices of oral, visual, and written literacy; as a result, the candidate will		
<b>3.1</b> demonstrate the influence of language and visual images on thinking and composing.	<b>Textbook assignments; teaching media lesson plan Eng 370, 301, 302, 444, 442</b>	<b>Group discussion; peer and teacher assessment of teaching media lesson plan.</b>
<b>3.2</b> use writing, speaking and observing as major forms of inquiry, reflection, and expression.	<b>Direct instructional writing unit plan; integrated language arts unit plan Eng 301, 302, 443, 444, 307-311</b>	<b>Exams; formal papers; teacher, peer and self-evaluation of units.</b>
<b>3.3</b> use the processes of composing to create various types of oral, visual, and written communication.	<b>Creative writing assignments and practice Eng 301, 302, 350</b>	<b>Group discussion; peer and teacher assessment; writing workshop</b>
<b>3.4</b> effectively employ development of ideas, organization, voice, word choice, sentence structure and conventions to communicate with a variety of audiences for a variety of purposes.	<b>Creative writing assignments; technical writing project Eng 301, 302, 350</b>	<b>Peer and teacher evaluation; publishing of writing; portfolio assessment</b>
<b>3.5</b> use writing, visual images, and speaking for a variety of audiences and purposes, e.g. to persuade, explain or inform.	<b>Creative writing assignments; technical writing and advanced composition projects Eng 301, 302, 350</b>	<b>Group discussion; portfolio assessment; publishing of writing</b>
<b>3.6</b> Create, critique, and edit print and non-print texts using appropriate language structure and conventions.	<b>Creative writing assignments; technical writing and advanced composition projects Eng 301, 302, 350, 443, 444</b>	<b>Group discussion; portfolio assessment; publishing of writing; writing workshop</b>
<b>4.0 Common Core: Knowledge and Understanding of Reading Processes</b>		
The program prepares the candidate with knowledge and understanding of reading processes; as a result the candidate will		
<b>4.1</b> demonstrate knowledge of the reading process for a variety of purposes, including strategies useful before, during, and after reading.	<b>Lesson and unit plans; textbook assignments; literary response guide Eng 444</b>	<b>Group discussion; teaching portfolio; portfolio assessment; formal assessment of response guide according to rubric</b>
<b>4.2</b> demonstrate questioning and teaching strategies that elicit higher level thinking skills and metacognitive processes.	<b>Textbook assignments; lesson plan and unit plans; literary response guide Eng 444</b>	<b>Portfolio assessment; group discussion; teacher, peer and self-assessment of unit plans and response guide</b>

<p><b>4.3</b> respond to, analyze and interpret what is read using a variety of critical approaches, e.g. contextual or structural.</p>	<p><b>Textbook assignments; lesson plans and unit plans; formal papers; literature circles; listserve discussions; seminar presentations; literary response guide Eng 313, 307-311, 444</b></p>	<p><b>Portfolio assessment; group discussion, teacher, peer and self-assessment of unit and lesson plans; teacher assessment of formal papers and response guide.</b></p>
<p><b>4.4</b> demonstrate how to discover and construct meaning from a variety of texts, including fiction, non-fiction, poetry, and drama.</p>	<p><b>Textbook assignments; lesson plans and unit plans; formal papers Eng 313, 307-311, 444</b></p>	<p><b>Teacher, peer and self assessment of unit plans; teacher assessment of formal papers</b></p>
<p><b>4.5</b> use a wide range of strategies to comprehend, analyze, interpret, evaluate, and appreciate texts (e.g. demonstrate an understanding of how tone and point of view influence the meaning of text).</p>	<p>Small group discussions; textbook assignments; formal papers; listserve discussions; literary response guides Eng 313, 307-311, 444</p>	<p>Class discussions; teacher assessment of formal papers and literary response guides</p>
<p><b>5. Common Core: Knowledge and Understanding of Different Composing Processes</b></p>		
<p>The program prepares the candidate with knowledge and understanding of different composing processes; as a result, the candidate will</p>		
<p><b>5.1</b> identify and use the components of writing processes (prewriting, drafting, revising, editing, publishing) and understand their recursive, interactive and individualized nature.</p>	<p><b>Writer's workshop; sequenced writing unit plan; forma and informa projects in composition and technical writing Eng 301, 302, 350, 443</b></p>	<p><b>Self and teacher assessment of writing process; publishing of writing; peer, self and teacher assessment of sequenced writing unit plans</b></p>
<p><b>5.2</b> identify components of discourse written for a variety of purposes and audiences.</p>	<p><b>Textbook assignments; technical writing projects; writer's workshop Eng 301, 302, 443</b></p>	<p><b>Class discussions; pilot testing of technical writing projects; peer and teacher assessment of creative writing; publishing</b></p>
<p><b>5.3</b> use a wide range of writing strategies to generate meaning and to clarify understanding.</p>	<p><b>Technical writing projects; writer's workshop; creative writing; thesis and analytical essays Eng 301, 302, 371</b></p>	<p><b>Pilot testing of technical writing projects; publishing of creative and technical writing; peer and teacher assessment of form and informal papers</b></p>

5.4 produce different types of written discourse, appropriate to diverse audience needs and perspectives.	<b>Technical writing projects; writer's workshop; persuasive and creative writing; thesis and analytical essays Eng 301, 302, 371</b>	<b>Pilot testing of technical writing projects; publishing of creative and technical writing; teacher and peer assessment of creative and persuasive writing according to a rubric.</b>
5.5 demonstrate how written discourse can influence thought and action in a variety of ways; e.g. persuasion, analysis, and reflection.	Technical writing projects; writer's workshop; teaching notebook of letters to parents; analytical and reflective essays Eng 301, 302, 371	Pilot testing of technical writing projects; publishing of writing; peer and teacher assessment of formal and informal essays
5.6 demonstrate the ability to use research appropriately in their writing.	<b>Technical writing projects; analytical and persuasive writing; formal papers Eng 301, 302, 371</b>	<b>Pilot testing of technical writing projects; peer and teacher assessment of formal papers; portfolio assessment.</b>
<b>6. Common Core: Knowledge and Understanding of Literature</b>		
The program prepares the candidate with knowledge and understanding of an extensive range of literature; as a result, the candidate will		
6.1 show knowledge and understand the connections among a broad range of historical and contemporary works of United States, British, and world literatures, including:	<b>Literature circles; listserve discussions; literary response journals, small group discussions; formal papers Eng 307-311, 327, 335, 338, 339</b>	<b>Exams; class discussions; teacher assessment of formal papers.</b>
6.1.1 works from a range of cultures.	<b>Multicultural readings packet; textbook assignments; listserve discussions; small group discussions; formal papers; literature and culture papers; comparative, gender, and multicultural assignments Eng 307-311, 327, 338, 340</b>	<b>Class discussions; reflective papers; peer and teacher assessment of formal papers; exams.</b>
6.1.2 works from a range of genres, including fiction, non-fiction, poetry and drama.	Literature and culture papers; multi-genre period assignments; listserve discussions; formal papers Eng 307-311	Peer, self and teacher assessment of formal papers; class discussions.
6.1.3 works by female authors.	<b>Comparative, gender, and multicultural assignments; literature and culture papers; listserve and small group discussions Eng 307-311, 338.</b>	<b>Peer, self and teacher assessment of formal papers; class discussions; exams</b>

6.1.4 works by authors of color.	<b>Multicultural readings packet; textbook assignments; listserve discussions; small group discussions; formal papers; literature and culture papers; comparative, gender, and multicultural assignments Eng 310, 311, 327, 338</b>	<b>Class discussions; reflective papers; peer and teacher assessment of formal papers; exams.</b>
6.1.5 works written specifically for older children and young adults.	<b>Adolescent literature assignments; young adult literature circles; case study of adolescent literature; listserve discussion and formal papers Eng 347, 441, 444.</b>	<b>Class discussion; self and teacher assessment of formal papers; teacher observation of literature circles and listserve discussions.</b>
6.1.6 works of literary theory and criticism.	<b>Critical and literary theory papers and exams; literary response guides Eng 313, .</b>	<b>Teacher assessment of formal exams and papers; peer; teacher and self assessment of literary response guides.</b>
6.2 understand the elements of literature.	<b>Textbook assignments; formal papers Eng 313, 307-311</b>	<b>Teacher assessment of formal exams and papers</b>
6.3 understand the history of world literature.	<b>Literature and culture assignments; period assignments; textbook assignments and formal papers Eng 307-311, 438, 410</b>	<b>Teacher assessment of formal exams and papers; class discussion.</b>
6.4 understand literary theory and analysis.	Critical and literary theory papers and exams; literary response guides; critical thinking discussion lesson.	Teacher assessment of formal exams and papers; teacher, peer and self-assessment of literary response guides and critical thinking discussion lesson.
<b>7. Common Core: Knowledge and Understanding of Print and Nonprint Media and Technology</b>		
The program prepares the candidate with knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture; as a result, the candidate will		

7.1 analyze the influence of media on culture and on people's actions and communication.	Teaching media lesson plan; popular media (music and film) reflective paper; listserve discussions Eng 311, 313, 408, 364	Teacher and peer assessment of teaching media lesson plan; teacher and self- assessment of reflective paper; teacher observation of listserve discussion.
7.2 construct meaning from media and non-print texts.	Teaching media lesson plan; popular media (music and film) reflective paper; listserve discussions Eng 364, 443, 313; 443	Teacher and peer assessment of teaching media lesson plan; teacher and self- assessment of reflective paper; teacher observation of listserve discussion.
7.3 display an understanding of the role of technology in communication.	Textbook assignments; listserve discussions; teaching media lesson plan; technical writing project; Eng 302, 444.	Class discussion; teacher and peer assessment of technical writing projects and formal and informal papers
<b>8. Common Core: Knowledge and Understanding of Research Theory and Findings</b>		
The program prepares the candidate with knowledge and understanding of research theory and findings in English language arts; as a result, the candidate will		
8.1 use major sources of research and theory e.g. books, periodicals, reports, classroom data, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice.	Textbook assignment; website review assignments (of NCTE.org and IRA.org); lecture; unit plans Eng 442, 443-444	Class discussion; teacher assessment of homework; portfolio assessment of teaching notebook
8.2 use teacher-researcher models (e.g. action research or critical friends groups) to analyze and reflect upon own teaching.	Peer-teaching laboratory; literary response guides; integrated unit plans Eng 443-444  SEC 433: Videotape lesson plan presentation	Reflective journals and peer-assessment  Self, peer and instructor evaluation
<b>9. Common Core: Pedagogy for English Language Arts</b>		

<p>The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice; as a result, the candidate will</p>		
<p><b>9.1</b> examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which align with the English language arts curriculum and support continued professional growth.</p>	<p><b>Integrated language arts unit and lesson plans; teaching media lesson plan; sequenced writing unit plan; teaching notebook Eng 443-444</b></p> <p><b>SEC 431 or 532, 431a:</b> Readings, lecture, discussion, group work, classroom observation and practice</p> <p><b>SEC 432 or 533, 432a:</b> Readings, lecture, discussion, classroom observation and practice</p> <p><b>IT 444: Computer activities, discussion, presentations, lecture, educational software review</b></p> <p><b>Student teaching</b></p>	<p><b>Peer, teacher and self-assessment of unit plans and teacher plans; portfolio assessment</b></p> <p><b>Demographics presentation, papers, unit and lesson plan, reflective journal</b></p> <p><b>Written assignments, PowerPoint presentation, unit plan assessment, final project, self-evaluation, reflective journal</b></p> <p><b>Individual and group projects, electronic portfolio, software evaluation, exam</b></p> <p><b>Student teaching observation and evaluation</b></p>

<p><b>9.2</b> design instruction to meet the needs of all students and provide for students' continuous progress and success.</p>	<p>Integrated language arts unit and lesson plans; sequenced writing unit plan; formal and informal assessment rubrics Eng 443-444</p> <p>SEC 431 or 532, 431a: Readings, lecture, discussion, group work, classroom observation and practice</p> <p>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</p> <p>Student teaching</p>	<p>Peer, teacher and self-assessment of unit plans and teacher plans; portfolio assessment; peer assessment of peer teaching; master teacher assessment of peer teaching lab</p> <p>Written assignments, unit and lesson plan, reflective journal</p> <p>Written assignments, unit plan assessment, final project, self-evaluation, reflective journal</p> <p>Student teaching observation and evaluation</p>
<p><b>9.2.1</b> apply knowledge of learning styles.</p>	<p><b>Textbook assignments; listserve discussions; lesson and unit plans; peer teaching lab Eng 443-444, 442</b></p> <p><b>SEC 431 or 532, 431a:</b> <b>Readings, lecture, discussion, group work, classroom observation and practice</b></p> <p><b>SEC: 432 or 533, 432a:</b> <b>Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Peer, teacher and self-assessment of unit plans and teacher plans; portfolio assessment; peer assessment of peer teaching; master teacher assessment of peer teaching lab</b></p> <p><b>Written assignments, unit and lesson plan, reflective journal</b></p> <p><b>Written assignments, unit plan assessment, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and evaluation</b></p>

<p><b>9.2.2</b> apply appropriate instructional and assessment strategies.</p>	<p><b>Textbook assignments; small group discussions; unit and lesson plans; peer-teaching lab Eng 443-444</b></p> <p><b>SEC 431 or 532, 431a: Readings, lecture, discussion, group work, classroom observation and practice</b></p> <p><b>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Peer, teacher and self-assessment of unit plans and teacher plans; portfolio assessment; peer assessment of peer teaching; master teacher assessment of peer teaching lab</b></p> <p><b>Written assignments, unit and lesson plan, reflective journal</b></p> <p><b>Written and case study assignments, test evaluation, unit plan assessment, professional portfolio, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>
<p><b>9.3</b> organize classroom environments and learning experiences that promote effective whole class, small group, and individual work.</p>	<p><b>Literary response guides; unit and lesson plans; peer teaching laboratory Eng 443-444.</b></p> <p><b>SEC: 432 or 534, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Peer, teacher and self-assessment of unit plans and teacher plans; portfolio assessment; peer assessment of peer teaching; master teacher assessment of peer teaching lab</b></p> <p><b>Written assignments, classroom management plan, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and evaluation</b></p>

<p><b>9.4</b> develop interdisciplinary teaching strategies and materials.</p>	<p><b>Reading in the content area assignments; integrated language arts unit plan; literary response guides Eng 443-444</b></p> <p><b>SEC 431 or 532: Readings, lecture, discussion, group work</b></p> <p><b>SEC: 432 or 533 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; teacher assessment of homework; peer, self and teacher assessment of unit plans and literary response guides</b></p> <p><b>Written assignments, unit and lesson plan, reflective journal</b></p> <p><b>Written assignments, unit plan assessment, professional portfolio, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>
<p><b>9.5</b> incorporate technology and print/non-print media into instruction.</p>	<p><b>Textbook assignments; teaching media lesson plan Eng 443-444</b></p> <p><b>SEC 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>SEC 433: Videotape lesson plan presentation</b></p> <p><b>IT 444: Computer activities, discussion, presentations, lecture, educational software review</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; peer and teacher assessment of lesson plans</b></p> <p><b>PowerPoint presentation, final project, self-evaluation, reflective journal</b></p> <p><b>Self, peer and instructor evaluation</b></p> <p><b>Individual and group projects, electronic portfolio, software evaluation, exam</b></p> <p><b>Student teaching observation and evaluation</b></p>

<p><b>9.6</b> create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability.</p>	<p>Textbook assignments; case study assignments; listserve discussions; integrated unit and lesson plans Eng 443-444</p> <p>SEC 431 or 532, 431a: Readings, lecture, discussion, group work, classroom observation and practice</p> <p>SEC: 432 or 533, 534, 432a: Readings, lecture, discussion, classroom observation and practice</p> <p>Student teaching</p>	<p>Class discussion; teacher assessment of formal papers and homework; teacher, peer and self-assessment of unit plans and lesson plans</p> <p>Demographics presentation, written assignments, unit and lesson plan, reflective journal</p> <p>Written assignments, classroom management plan, final project, self-evaluation, reflective journal</p> <p>Student teaching observation and evaluation</p>
<p><b>9.7</b> engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms.</p>	<p><b>Textbook assignments; listserve discussions, small group discussions; classroom case study assignments Eng 443-444</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussions; reflective papers; case study presentation</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>9.8</b> provide students with skills/strategies to use research appropriately in their writing.</p>	<p><b>Technical writing projects; writing workshop; creative writing Eng 302, 350, 443-444</b></p> <p><b>Student teaching</b></p>	<p><b>Pilot testing of technical writing projects; publishing of creative writing; writing portfolio</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>9.9</b> encourage students to respond critically to different media and communications technologies.</p>	<p><b>Listserve discussions; reflective journal entries; teaching media lesson plans Eng 302, 443-444</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussions; peer sharing of journal entries; peer and teacher assessment of teaching media lesson plans</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>9.10</b> use instruction that promotes understanding of varied uses and purposes for language in communication.</p>	<p><b>Listserve discussions; integrated language arts and sequenced writing unit plans and lesson plans; teaching media lesson plan Eng 443, 444, 370</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; teacher, peer and self-assessment of lesson plans and unit plans</b></p> <p><b>Student teaching observation and evaluation</b></p>

<p><b>9.11</b> engage students in making meaning of texts through personal response.</p>	<p><b>Integrated language arts unit plans; running discussion and critical thinking guides; literary response guides Eng 444.</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; peer, self and teacher assessment of lesson plans and guides</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>9.12</b> provide students with appropriate reading strategies that permit access to and understanding of a wide range of print and non-print texts.</p>	<p><b>Textbook assignments; literary response guides; reading in the content areas unit plan and assignments Eng 444</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; peer, self and teacher assessment of response guides and unit plans.</b></p> <p><b>Student teaching observation and evaluation</b></p>
<p><b>9.13</b> provide students with writing skills/ strategies that enable them to write effectively for a variety of audiences and purposes.</p>	<p>Sequenced writing unit; writing workshop; technical writing project; creative writing Eng 301, 350, 443.</p> <p>Student teaching</p>	<p>Teacher, peer and self-assessment of sequenced writing unit; publishing of creative writing</p> <p>Student teaching observation and evaluation</p>
<p><b>9.14</b> use assessment as an integral part of instruction and learning.</p>	<p><b>Textbook assignments; formal and informal assessment requirements to unit plans Eng 443-444</b></p> <p><b>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Teacher, peer and self-assessment of assessment rubrics in unit plans.</b></p> <p><b>Written and case study assignments, test evaluation, unit plan assessment, professional portfolio, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>

<p><b>9.14.1</b> develop and use a variety of formal and informal assessments to evaluate processes and products and to inform instruction and curricula.</p>	<p><b>Textbook assignments; formal and informal assessment requirements to unit plans; teaching notebook; formal end of class self-assessment and 5-year goals Eng 443-444</b></p> <p><b>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Teacher, peer and self-assessment of assessment rubrics in unit plans; teacher and self assessment of teaching notebook</b></p> <p><b>Written and case study assignments, test evaluation, unit plan assessment, professional portfolio, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>
<p><b>9.14.2</b> employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and other audiences.</p>	<p><b>Textbook assignments; formal and informal assessment requirements to unit plans; teaching notebook drafts of letters to parents Eng 443-444</b></p> <p><b>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Teacher, peer and self-assessment of assessment rubrics in unit plans; teacher and self assessment of teaching notebook letters to parents</b></p> <p><b>Written and case study assignments, test evaluation, unit plan assessment, professional portfolio, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>
<p><b>9.14.3</b> teach students strategies for goal setting and self-assessment.</p>	<p><b>Reading in the content area assignments; self-assessment rubrics and "turn back" guides Eng 443-444.</b></p> <p><b>SEC: 432 or 533, 432a: Readings, lecture, discussion, classroom observation and practice</b></p> <p><b>Student teaching</b></p>	<p><b>Class discussion; peer and teacher assessment of self-assessment rubrics and turn-back guides</b></p> <p><b>Written and case study assignments, final project, self-evaluation, reflective journal</b></p> <p><b>Student teaching observation and assessment</b></p>

Describe evidences that candidates will provide to document candidates' positive impact on student learning in the respective endorsement area.

Student teaching evaluations: Candidates are observed and meet with a university supervisor 8-10 times during the internship experience. Feedback is provided to the candidates on all aspects of teaching performance, including measurement of student learning.

Internship (student teaching): University supervisors and school district cooperating teachers look at a variety of student products and candidate evidence as they assign performance ratings based on a five-point rubric. Evidence of positive impact on student learning may include pre-post test results, portfolio documents, rate/accuracy samples, or other curriculum-based work samples. Candidates provide samples that represent repeated measures on the same curricular domain so that change over time can be assessed.

Describe the process by which summaries of candidates' assessment data, relative to performance on each competency, will be compiled, analyzed, and used for program improvement.

Grading criteria: Candidates must receive a "C" or better in each class required for the teaching endorsement. Each required class contributes to mastery of the competencies. Students receiving lower than a "C" must retake the course.

Informal faculty discussions: In an on-going manner, English Language Arts advisors and faculty discuss candidates' progress, areas of strengths and weaknesses. If needed, the advisor meets formally with the candidate to address issues that may arise.

Follow-up and Employer Surveys: The Woodring College of Education has historically conducted annual satisfaction surveys of interns and program completers, and the Office of Superintendent of Public Instruction commissions annual surveys of program completers and their principals from all Washington State teacher preparation institutions. The WWU Office of Survey Research assists in interpreting and comparing results from previous years, including data related to preparation in the content area.