

Post-baccalaureate English 7-12 Certificate Program- NewDsg-2016-04-11

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Form Information

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- ***If DUAL LISTED list BOTH courses in the page title***

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	724-357-3969

(A) Request Type:*	certificate
(B) Minor or Certificate Title:*	English 7-12
(C) List number of	

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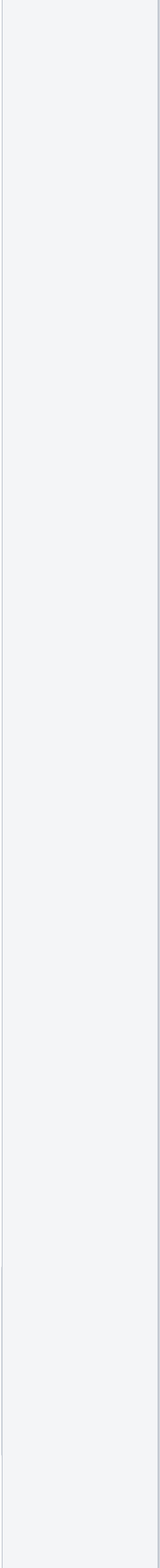
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Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	EDUC 552 ENGL 698/002
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.	EDUC 552 ENGL 698/002
Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	ENGL 698/001 ENGL 698/002
Content Pedagogy: Planning Composition Instruction in ELA	
IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) 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 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.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 2: 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.	EDUC 552 ENGL 698/001 ENGL 698/002
Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences and purposes.	EDUC 552 ENGL 698/002
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	ENGL 698/001 ENGL 698/002
Learners and Learning: Implementing English Language Arts Instruction	
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.	EDSP 704 EDEX 650 ENGL 698/001 ENGL 698/002
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.	ENGL 698/001 ENGL 698/002
Element 2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.	ENGL 698/002
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.	ENGL 698/002
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.	EDUC 552 ENGL 698/001 ENGL 698/002





<p>A. Content</p> <ol style="list-style-type: none"> 1. Language and Linguistics 2. Reading/Literature 3. Literature 4. Composition/Writing 5. Speaking and Listening 6. Research and Technology <p>B. Pedagogy</p> <ol style="list-style-type: none"> 1. Use effective instructional principles... 2. Employ teaching and learning strategies that consider and capitalize on developmental characteristics of all adolescents. 3. Use effective comprehensive instructional principles responsive to the needs of all students. 4. Incorporate technology into instructional appropriately 5. Use materials designed explicitly for the secondary grades. 6. Make decisions about curriculum and resources that reflect an understanding of adolescent development. 7. Utilize subject-specific methodologies. 8. Deliver curriculum that is relevant, challenging, integrative, and exploratory. 9. Incorporate adolescents' ideas, interests, and experiences into instruction. 10. Design effective interventions... 11. Integrate technology and other resources...in order to prepare students for higher education.... 12. Apply PA Core Standards into short- and long-term instructional goals. 13. Create lessons that support literacy across the curriculum. 14. Prepare students to gain, process, and use information in different contexts. 15. Design educational experiences that help students communicate using various tools and means. 16. Create lessons that demonstrate an understanding of literacy both broadly and in discipline contexts. 17. Utilize literature, classic texts in different genres, commercial reading materials, electronic-based information, and locally-created materials. 18. Demonstrate the adaptation of educational or subject-specific research in lessons. 19. Differentiate instruction, assessment and management strategies.... 20. Develop inclusionary practices that respect differences and encourage students to work together to maximize their own learning and one another's learning. 	<p>A. Content</p> <p>Competencies will have been demonstrated in undergraduate courses required for B.A. degrees in Eng.</p> <p>B. Pedagogy</p> <p>EDUC 552</p> <p>ENGL 614</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>III. Assessment</p>	

<ol style="list-style-type: none"> 1. Utilize assessment practices that match instructional strategies, are culturally relevant, and authentically measure student performance. 2. Continuously monitor the results of interventions and alter instruction accordingly. 3. Use multiple assessments that are developmentally appropriate for adolescent learners including graduation and end of course examinations. 4. Implement technology in student assessment and measures. 5. Use assessment data to guide instruction. 6. Strategically tutor students whose assessments indicate need for additional instruction. <p>Candidates would use appropriate strategies through additional tutoring of the students to remediate any deficiencies they discover from the student assessments.</p> <ol style="list-style-type: none"> 7. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way. 8. Design assessments that target academic standards and Assessment Anchor Content Standards in subject areas. 9. Develop assessments that impact instruction, facilitate learning communities, and support diverse students' development and learning. 10. Apply assessments that help reveal readiness in making the transition from school to work, to higher education, to military service, to full citizenship, etc. 	<p>EDUC 552</p> <p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>IV. Professionalism</p>	
<ol style="list-style-type: none"> 1. Act as positive role models, coaches, and mentors for all adolescents. 2. Communicate deep content knowledge in the subjects taught. 3. Serve on advisory program, co-curricular activities, and other programs supporting the curriculum. 4. Uphold high professional standards as defined by Charlotte Danielson in her Framework for Teaching (2013). 5. Utilize research and data-based decision making. 6. Participate fully in grade and building level structures. 7. Develop effective teaching practices and focus on continual improvement within the teacher-preparation apprenticeship model. 8. Understand and comply with Pennsylvania's <i>Code for Professional Practice and Conduct for Educators</i>. 	<p>ENGL 698/001</p> <p>ENGL 698/002</p>
<p>Rationale for Proposal</p>	

<p>(I) Why is this being proposed?*</p>	<p>IUP originally offered a state-approved 42-credit Master of Arts in Teaching English (MA/TE) degree with certification (36-cr. without certification). Low enrollment over the past five years due to high cost and timeliness for completion led that program to be placed into moratorium; the old MA/TE Program is now being reconfigured as a post-baccalaureate for English majors or equivalent majors who did not earn teacher certification as undergraduates or who may be enrolled in a Master's in English program and vuaFntoaded</p>
