

**AEN Undergraduate Program
Student Learning Outcomes and Assessment Cycle
September 2016**

Part 1: Student Learning Outcomes

The AEN undergraduate program uses the NCTE/CAEP 2012 Standards for English Language Arts as its student learning outcomes. There are seven standards, and each standard is divided into two to six elements. We have listed the seven standards below. The entire NCTE/CAEP 2012 Standards for English Language Arts, with all standards and their respective elements, can be found on the [NCTE website](#).

1. Candidates demonstrate knowledge of English language arts subject matter content that includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
3. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
4. Candidates plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.
5. 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.
6. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
7. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

In addition to these NCTE/CAEP standards, our AEN undergraduate program has adopted this student learning outcome:

8. Candidates will develop the ability to read young adult literature for its emotional content and produce reading strategies that assist their future students in discerning and responding to the affective dimension of a text.

Part 2: Curriculum Map

The table below lists our student learning outcomes, which include the seven NCTE/CAEP standards and our program's additional eighth outcome. Next to each standard or outcome, we list the corresponding courses that fulfill that standard. These courses are more fully described in the list of key AEN undergraduate courses that appear at the end of this document (Appendix A.) Also located at the end of this document is the AEN undergraduate program's detailed curriculum and assessment map (Appendix B).

AEN Undergraduate Program Student Learning Outcomes	SUNY Cortland's AEN Undergraduate Courses and Program Requirements
1	ENG 203, ENG 325, ENG 326, ENG 355, ENG 356, ENG 374, ENG 433, AED 441
2	AED 308, AED 408, ENG 307
3	AED 308, AED 341, AED 441, AED 376, AED 377, AED 378, ENG 407

4	AED 308, AED 408, ENG 307, AED 376, AED 377, AED 378
5	AED 376, AED 377, AED 378
6	AED 341, AED 441, AED 308, AED 408, ENG 407
7	AED 376, AED 377, AED 378
8	ENG 307, ENG 374, AED 341, AED 441

Part 3: Key Assessments

We evaluate our student learning outcomes through the six key assessment categories that are required for CAEP accreditation. Each student learning outcome is evaluated more than once.

The table below explains the relationship among the required CAEP assessments, our program's key assessments, and our program's student learning outcomes. The first column lists each of the six required CAEP assessment categories. The second column contains our program's key assessments that correspond to each CAEP assessment category. Finally, the third column lists our program's student learning outcomes, which align to each category and key assessment.

At the end of this document, we include two maps that further explain the AEN undergraduate program's key assessments and how they correspond to our student learning outcomes. Appendix B is a detailed curriculum and assessment map (also referred to in Part Two.) Appendix C is a crosswalk that shows which outcomes, standards, and elements are addressed by each required CAEP assessment.

Required CAEP Assessment	Key Assessments for AEN Undergraduate Program	AEN Undergraduate Program Student Learning Outcomes
1. Licensure assessment or other content-based assessment	New York State Content Specialty Test, English Language Arts (CST.ELA)	1, 2
2. Assessment of content	Overall GPA and portfolio of course assignments from ENG 374, ENG 407, AED 308, AED 408	1, 2, 8
3. Assessment of candidate ability to plan	AED 341 and AED 441 unit plans	3, 4, 6, 8
4. Assessment of clinical practice	Cortland Student Teacher Evaluation and AEN Addendum (completed during AED 376 and AED 377)	1, 2, 3, 4, 5, 6, 7
5. Assessment of candidate effect on student learning	Teacher Work Sample (completed during AED 376, 377, and 378)	3, 4, 5, 6, 7
6. Additional assessment	ENG 307 AEN Digital Portfolio	6, 7

Part 4: Assessment Cycle

Students in the AEN undergraduate program upload their assessments to Taskstream as they complete course and program requirements. AEN faculty members evaluate those assessments at the end of each semester using detailed rubrics created by the program's faculty. These rubrics are housed in Taskstream.

The AEN undergraduate program is evaluated for CAEP accreditation every four years. The next CAEP evaluation for the AEN undergraduate program will be during the 2017-2018 academic year. During that year, the AEN undergraduate program will analyze the assessment data that has been collected through Taskstream and prepare an assessment report. The results of the program's CAEP accreditation evaluation will be discussed in the program and in the English department during the following academic year (2018-2019.) The AEN undergraduate program will use the assessment findings to improve the program's curriculum.

Appendix A

Key Courses Included in the AEN Undergraduate Program

AED 308: Grammar and the Writing Process

Engagement in the various stages of the writing process while determining the appropriate role of grammar in the language arts curriculum through readings and practice. Diversity of language practices will be considered in a variety of texts. Includes 30 hours of field experience.

Prerequisites: ENG 203, 2.75 grade point average, junior status. (3 cr. hr.)

AED 341: Introduction to English Language Arts

Theoretical and methodological foundation for teaching the English Language Arts. Course goals include progress towards an integrated knowledge of constructivist learning theory, related planning and teaching practices, and development of a culturally responsive and inclusive classroom environment. Prerequisite: 2.75 grade point average. Corequisite: AED 308. (3 cr. hr.)

AED 376: Student Teaching in English in the Middle School

Supervised student teaching in a middle school. Prerequisites: AED 408, 415 and 441; 2.75 grade point average. Corequisites: AED 377 and 378. Grading: S, U grades assigned. (6 cr. hr.)

AED 377: Student Teaching in English in the High School

Supervised student teaching in the high school. Prerequisites: AED 408, 415 and 441; 2.75 grade point average. Corequisites: AED 376 and 378. Grading: S, U grades assigned. (6 cr. hr.)

AED 378: Student Teaching Colloquia

Seminar for reflecting upon best teaching practices and developing professional dispositions and materials. Corequisites: AED 376 and AED 377. Grading: S, U grades assigned. (1 cr. hr.)

AED 408: Teaching Writing

Instructional strategies, curriculum planning and assessment techniques for the teaching of writing in the middle and secondary schools. Includes 30 hours of field experience. Prerequisites: AED 308 and AED 341; 2.75 grade point average. Corequisites: AED 441 and SPE 275. Fulfills: LASR. (3 cr. hr.)

AED 415: Participant-Observer Experience

A 40-hour field experience in adolescence education. Observations and field reports from secondary classroom experiences required. Prerequisites: AED 308 and AED 341. (1 cr. hr.)

AED 441: Methods of Teaching Literature and Critical Literacy

Integration of the teaching of literature and critical literacy. Lesson planning, instructional strategies and teaching with educational standards are emphasized, as are theory and related strategies for helping students apply critical reading and writing skills to a range of literacy genres and levels of interpretation. Prerequisite: AED 308 and AED 309 and 341; combined grade point average of 2.75 in adolescence education and English. Corequisite: AED 408 and AED 409 and SPE 275. (3 cr. hr.)

ENG 307: New Media Literacies and ELA

Employment of a variety of computer applications and Web-based communication tools, production and evaluation of new media, and study of pedagogical and disciplinary issues that inform new literacy practices for English language arts (ELA) classrooms. (3 cr. hr.)

ENG 374: Literature for Adolescence

Critical study, examination and evaluation of literature written specifically for and about adolescents, including texts from a variety of cultures, female authors and authors of color. Methods and strategies for teaching, assessing and encouraging adolescent reading. (3 cr. hr.)

ENG 407: Study of English Language

Study of language and literacy acquisition and development; diversity in language use, historical and social influences on language, and second language and bilingual learning. (3 cr. hr.)

Appendix B

AEN Undergraduate Curriculum and Assessment Map

NCTE/CAEP 2012 Standard		Courses	Assessments
Content Knowledge			
I	Candidates demonstrate knowledge of English language arts subject matter content that includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.		
Element 1	Candidates are knowledgeable about texts – print and non-print texts, media texts, classic texts and contemporary texts, including young adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.	ENG 203 ENG 325 ENG 326 ENG 355 ENG 356 ENG 374 ENG 433	-CST.ELA (Part 1: Reading Literature, Part 2: Reading Informational Text) -GPA of targeted courses with course descriptions (acceptable is 3.0, target is 3.3)
Element 2	Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.	ENG 374 AED 441	-AED 441 Unit Plan -portfolio of specific assignments from targeted courses: 1. ENG 374: reflection and rationale on reading/making meaning theory
II	Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.		
Element 1	Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.	AED 308 AED 408 ENG 307	-CST.ELA (Part 3: Writing Arguments, Part 4: Writing Informative and Explanatory Texts, Part 5: Writing Narratives) -portfolio of specific assignments from targeted courses 1. AED 408: multi-genre essay and final reflection 2. AED 308: argumentative essay 3. ENG 307: blog
Element 2	Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and	AED 308 ENG 407	-CST.ELA (Part 8: Language)

NCTE/CAEP 2012 Standard		Courses	Assessments
	mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisitions; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.		-portfolio of specific assignments from targeted courses 1. ENG 407: mini-lesson on dialect, ELL research paper 2. AED 308: grammatical analysis, reflection on frameworks for literacy and language acquisition
Element 3	Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.	AED 408	-CST.ELA (Part 7: Speaking and Listening) -AED 408: Responding to Student Writing Sequence
Content Pedagogy: Planning Literature and Reading Instruction in ELA			
III	Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.		
Element 1	Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent, and relevant learning experiences utilizing a range of different texts – across genres, periods, forms, authors, cultures, and various forms of media – and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk for failure.	AED 341 AED 441 AED 376 AED 377 AED 378	-AED 341 Unit Plan (2 lesson plans) -AED 441 Unit Plan (2 lesson plans) -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Element 2	Candidates design a range of authentic assessments (e.g. formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretative, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	AED 341 AED 441 AED 376 AED 377 AED 378	-AED 341 Unit Plan (2 lesson plans) -AED 441 Unit Plan (2 lesson plans) -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.	AED 341 AED 441 AED 376 AED 377 AED 378	-AED 341 Unit Plan (2 lesson plans) -AED 441 Unit Plan (2 lesson plans) -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample

NCTE/CAEP 2012 Standard		Courses	Assessments
Element 4	Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.	AED 441 AED 376 AED 377 AED 378	-AED 441 Unit Plan (2 lesson plans) -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.	AED 308 AED 341 AED 441 ENG 407 AED 376 AED 377 AED 378	-AED 308 argumentative writing unit plan -AED 341 Unit Plan (2 lesson plans) -AED 441 Unit Plan (2 lesson plans) -ENG 407 mini-lesson on dialect -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Element 6	Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.	AED 341 AED 441 AED 376 AED 377 AED 378	-AED 341 Unit Plan (2 lesson plans) -AED 441 Unit Plan (2 lesson plans) -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.	AED 308 AED 408 ENG 307 AED 376 AED 377 AED 378	-AED 308 argumentative writing unit plan -AED 408 Writing Pedagogy Portfolio -ENG 307 blog/website -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Element 2	Candidates design a range of assessments for students that promote their development as writers, are appropriate to the	AED 308 AED 408	-AED 308 argumentative writing unit plan

NCTE/CAEP 2012 Standard		Courses	Assessments
	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 way that engage students' ideas and encourage their growth as writers over time.	AED 376 AED 377 AED 378	-AED 408 Responding to Student Writing Sequence -AED 408 Writing Pedagogy Portfolio -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Element 3	Candidates design instruction related to strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.	AED 308 AED 408 ENG 307 AED 376 AED 377 AED 378	-AED 308 argumentative writing unit plan -AED 408 Responding to Student Writing Sequence -ENG 307 blog/website -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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 purposes and audiences.	AED 308 AED 408 AED 376 AED 377 AED 378	-AED 308 argumentative writing unit plan -AED 408 Writing Pedagogy Portfolio -Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.		
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.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample

NCTE/CAEP 2012 Standard		Courses	Assessments
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.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
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.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Professional Knowledge and Skills			
VI	Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.		
Element 1	Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.	AED 341 AED 441 AED 308 AED 408	-AED 341 Unit Plan (two lessons) -AED 441 Unit Plan (two lessons) -AED 308 argumentative unit plan -AED 408 Writing Pedagogy Portfolio
Element 2	Candidates use knowledge of theories and research to plan instruction responsive to students' local, national, and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.	AED 341 AED 441 AED 308 AED 408 ENG 407	-AED 341 Unit Plan (two lessons) -AED 441 Unit Plan (two lessons) -AED 308 argumentative unit plan -AED 308 final case study portfolio -AED 408 Writing Pedagogy Portfolio -ENG 407 dialect mini-lesson
VII	Candidates are prepared to interact knowledgably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.		
Element 1	Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample
Element 2	Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	AED 376 AED 377 AED 378	-Cortland Student Teacher Evaluation and AEN Addendum -Teacher Work Sample -evidence of NCTE membership

SUNY Cortland AEN Undergraduate Program Additional Student Learning Outcome

Student Learning Outcome		Courses	Assessments
VIII	Candidates will develop the ability to read young adult literature for its emotional content and produce reading strategies that assist their future students in discerning and responding to the affective dimension of a text.	ENG 374 AED 341 AED 441	-AED 341 Unit Plan (two lessons) -AED 441 Unit Plan (two lessons) -portfolio of specific assignments from targeted courses: 1. ENG 374: reflection and rationale on reading/making meaning theory

Appendix C: Crosswalk between NCTE/CAEP 2012 Standards for English Language Arts and Required CAEP Assessments

NCTE/CAEP 2012 Standard or AEN Undergraduate Program SLO	Required CAEP Assessments					
	Assessment 1: CST.ELA exam	Assessment 2: GPA/portfolio of course assignments	Assessment 3: Unit plans and teaching sequences	Assessment 4: STE Form and AEN Addendum	Assessment 5: Teacher Work Sample	Assessment 6: AEN Digital Portfolio
Standard I, Element 1	X	X		X		
Standard I, Element 2		X		X		
Standard II, Element 1	X	X		X		
Standard II, Element 2	X	X		X		
Standard II, Element 3	X	X		X		
Standard III, Element 1			X	X	X	
Standard III, Element 2			X	X	X	
Standard III, Element 3			X	X	X	
Standard III, Element 4			X	X	X	
Standard III, Element 5			X	X	X	
Standard III, Element 6			X	X	X	
Standard IV, Element 1			X	X	X	
Standard IV, Element 2			X	X	X	
Standard IV, Element 3			X	X	X	
Standard IV, Element 4			X	X	X	
Standard V, Element 1				X	X	
Standard V, Element 2				X	X	
Standard V, Element 3				X	X	
Standard, V Element 4				X	X	
Standard VI, Element 1			X	X	X	X
Standard VI, Element 2		X	X	X	X	
Standard VII, Element 1				X	X	X
Standard VII, Element 2				X	X	X
Student Learning Outcome #8		X	X			