

Program Report for the Preparation of English Language Arts Teachers National Council of Teachers of English (NCTE) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM DD YYYY

09 / 11 / 2010

4. Report Preparer's Information:

Name of Preparer:

Janet D. Johnson

Phone:

Ext.

(401) 456-8701

E-mail:

jjohnson@ric.edu

Name of Preparer:

Jennifer Cook

Phone:

Ext.

(401) 456-8663

E-mail:

jcook@ric.edu

5. NCATE Coordinator's Information:

Name:

Alexander Sidorkin

Phone:

Ext.

(401) 456-8110

E-mail:

asidorkin@ric.edu

6. Name of institution's program

English Education

7. NCATE Category

English Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

7-12

(1) e.g. 7-12, 9-12, K-12

9. Program Type

First teaching license

10. Degree or award level

Baccalaureate

Post Baccalaureate

Master's

11. Is this program offered at more than one site?

Yes

No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Secondary English

14. Program report status:

Initial Review

Response to One of the Following Decisions: Further Development Required or Recognition with Probation

Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NCTE standards. (Response limited to 4,000 characters)

Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC) and serves approximately 9,000 undergraduate and graduate students. Two thirds of incoming freshmen at RIC are first generation. An array of support services, including financial aid, scholarships, and counseling, is specifically targeted to these students.

The Feinstein School of Education and Human Development (FSEHD) is the largest school on campus and the largest teacher preparation program in New England. There are five departments within the FSEHD: Elementary Education, Special Education, Health and Physical Education, Counseling and Educational Psychology, and the Department of Educational Studies, which includes Foundations courses, K-12 programs, and secondary education programs, including the English Education Program. While the English Education Program is housed in the Department of Educational Studies, it is deeply connected to the English Department in the College of Arts and Sciences. One English Education faculty member has a joint appointment in both departments while the other works exclusively in the FSEHD. The FSEHD is accredited by NCATE and the Rhode Island Department of Education (RIDE). The FSEHD's Conceptual Framework is aligned with the Rhode Island Professional Teaching Standards (RIPTS), the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) and is based on the reflective practitioner model with the focus on Knowledge, Pedagogy, Diversity and Professionalism. The knowledge base requires candidates to have thoughtful understandings of content, learners, teaching, and the historical, social, and cultural contexts in which these elements interact. In addition, candidates are prepared to transform content knowledge into pedagogically powerful lessons to meet the needs of all learners, including those with special needs and from diverse backgrounds. In the past ten years, the English Education Program has been influenced by a number of changes at the state and institutional levels that evolved from national mandates and initiatives, such as NCLB in 2001 and Race to the Top in 2009. Both laws rely on standardization of skills and data-driven assessments to measure student learning, which has affected districts, schools, and teacher training. In order to meet the benchmarks set forth by these laws and by Rhode Island's K-12 high-stakes assessment, the NECAP (New England Common Assessment Program), many school districts in Rhode Island have instituted strict guidelines on scope and sequence that limit, in our view, the depth and breadth of English classroom curricula.

Furthermore, RI Education Commissioner Deborah Gist arrived in 2009 with a focus on improving teacher quality, including plans for changing how teachers earn and maintain certification, are hired, and are evaluated. One new policy involves raising required scores on the Pre-Professional Skills Tests (ETS) for candidates entering Rhode Island's schools of education. Cutoff scores have dramatically increased from 170 for Reading, Mathematics, and Writing to 175, 175, and 173 in August 2010 and 179, 179, and 177 in August 2011. Because many RIC students are first generation college students, English language learners and/or come from culturally diverse backgrounds, some have difficulty on standardized tests. We anticipate this will significantly lower the number of students accepted into the FSEHD and, hence, into the English Education Program.

We have found that the policies summarized above occasionally conflict with some of the NCTE standards, most specifically those that focus on cultural connections (2.2, 2.5, 4.4) and analysis of non-canonical and non-print texts, such as media (4.5, 4.6, 4.9). As English educators, we feel it is imperative to explicitly teach candidates how to negotiate the differences between what the research-

based NCTE standards require and lawmakers' mandates.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The Secondary Education program at Rhode Island College prides itself on a field-based curriculum. The candidates in the English Education program complete a variety of field experiences prior to their capstone student teaching experience. The expectations for candidates increase developmentally from early field experiences to the student teaching semester. Field experiences are aligned with educational courses and candidates are required to take them in a progressive order. The program reflects the Conceptual Framework centered on Knowledge, Pedagogy, Diversity, and Professionalism, and the RIPTS. Candidates' performances in field experiences are evaluated by cooperating classroom teachers and the College supervisor/professor of record. Another point of pride for our English Education program is that the Co-Directors of Program, two full-time, tenured faculty members, serve as students' primary supervisors in the field throughout their professional year in the field (practicum and student teaching).

Candidates must take and pass FNED 346: "Schooling in a Democratic Society" with a minimum grade of B- in order to be considered for entry into the FSEHD. One requirement of this class is that candidates spend a minimum of 20 hours in an urban setting tutoring students. The primary aim of the pre-professional experience is for teacher candidates to develop an understanding of working with adolescent learners and how social, economic and cultural factors affect teaching and learning. Candidates must receive positive recommendations from their course instructor and cooperating teacher in order to be accepted into the FSEHD.

Most candidates begin the Secondary Education Professional Sequence in their junior year, as it is a two-year program. During the first semester, they take CEP 315: "Educational Psychology," a course in which they study various theories of learning and development, and also take the first course in the methods sequence: SED 406: "Instructional Methods, Design, and Technology." Candidates learn about lesson planning, applying standards, utilizing technology, practice teaching with their peers, and spend four hours observing a master English teacher in the field. Candidates write reflections on their observations and make connections between the theories they are learning about on campus and the practices they are seeing in real-world classrooms. SED 406 is followed by SED 407: "Instructional Methods, Design, and Literacy." Here, candidates deepen their knowledge through learning how to meet the needs of diverse learners, address the literacy practices required in their respective content areas, and gain their first experience designing and implementing lessons for real students. Candidates spend ten hours working with an expert English teacher (most clinical faculty are Fellows of the Rhode Island Writing Project) in the field. This field experience includes observation and teaching one reading and one writing lesson. Candidates often work with a partner and are evaluated by the cooperating teacher. In the semester prior to student teaching, candidates take SED 410 (which will be divided into SED 411, a methods course, and SED 412, a practicum, in Fall 2010), in which they focus on putting pedagogical theory and English content knowledge into practice. SED 410 meets 6-10 hours per week and includes two separate field experiences: one 30 hour, three-week experience in a high school, and one 30 hour, three-week experience in a middle school. Most candidates spend one placement in an urban setting and one placement in a suburban setting. Candidates develop and teach lessons aligned with NCTE and RIPTS standards, and are observed and evaluated by both the classroom teacher and college supervisor. The candidates are evaluated on their ability to effectively plan, teach, and reflect on their experiences, and these products become part of the Preparing to Teach portfolio, which candidates must successfully complete in order to student teach. All field experiences are set in English classrooms under the direction of experienced English teachers, who are carefully chosen by RIC English Education faculty with input from school department chairs and teacher leaders.

The capstone experience for all teacher candidates includes SED 421: "Student Teaching," which

consists of 16 weeks teaching in an English classroom, and SED 422: “Student Teaching Seminar” in which candidates share their experiences, successes, and challenges, and work on completing the Teacher Candidate Work Sample (TCWS), the final requirement of student teaching. If a candidate is earning middle school certification, s/he spends eight weeks in a high school and eight weeks in a middle school. Candidates teach three classes (two preparations) and develop lessons and units aligned with the NCTE, RIPTS, and state standards (GLEs or Grade Level Expectations).

During this semester the candidates apply the knowledge, skills, and dispositions they have been developing throughout the English Education program. It is at this point that candidates are assessed on their ability to teach English to secondary students over a sustained period of time. Candidates spend the first 1-2 weeks observing and planning, then take on one class, and add others as they are ready and the schedule allows. They are required to spend a minimum of four weeks teaching all three classes, but most teach their full load for 9-10 weeks.

All cooperating classroom teachers are certified in English and are required to take professional development training through the FSEHD. English Education faculty choose cooperating teachers based on their teaching effectiveness; contributions to the profession, through membership in the RIWP or other professional organizations; and recommendations from department chairs and peers. Furthermore, we try to match personalities; for example, some candidates need more structure and explicit guidance, while others do better with a certain amount of freedom. We know most of our cooperating teachers well enough to make appropriate matches. Candidates are supervised by English Education faculty and adjuncts as needed, all of whom have experience teaching English in secondary schools and education courses at the college level.

Candidates are placed in public schools in urban, urban ring, suburban, or rural settings. These settings are diverse in regard to socio-economic status, special needs, racial, ethnic and religious backgrounds, and new immigrant cultures. While English Education faculty choose cooperating teachers, all placements are made through the Office of Partnerships and Placements (OPP) in the FSEHD, and contacts with the districts, schools, teachers, are made through this office. We can only work with districts that have a Partnership Agreement with the OPP, which includes most districts in Rhode Island. Partnership districts have agreed to abide by the criteria set by the FSEHD, including institutional commitment to the FSEHD Conceptual Framework, RIPTS, and standards set by NCATE.

Candidates, cooperating teachers, and college supervisors are all evaluated using a variety of electronic forms. Candidates are officially observed a total of three times by the cooperating teacher and college supervisor, and conferences take place after each observation to discuss the strengths, areas of growth, and goals for the next lesson.

3. Description of the criteria for admission to the program, including required overall GPAs and minimum grade requirements for English content courses accepted by the program. Also describe any other requirements such as standardized testing results, recommendations, and/or entrance portfolios. (Response limited to 4,000 characters)

In order to be accepted into the FSEHD English Education program, candidates must have an overall GPA of 2.5 with a GPA of 3.0 in English; successfully complete FNED 346 with positive recommendations from their instructor and field experience supervisor; complete 10 hours of 200-300 level English coursework; pass the PRAXIS I exams in Reading, Mathematics, and Writing (see Section 1), and complete a technology competency requirement.

Candidates must maintain good standing in their English content coursework and professional coursework in order to stay in the program and move on to student teaching. In English, this includes: 44 hours of coursework which address NCTE standards, including courses in literary analysis; British, American, Non-Western, and diverse literatures; language/grammar; young adult literature; media literacy; and teaching writing in secondary schools. Candidates must maintain a GPA of 3.0 in these courses, pass the PRAXIS II (0041 and 0042) Content Exams in English with scores of 160 and 150,

respectively, and successfully complete the English Content Portfolio which demonstrates their proficiency in literary analysis, writing, and MLA format.

In order to maintain good standing in the professional sequence, candidates must maintain a 2.5 in education courses and retake any education course in which they earn less than a B-. The professional sequence includes courses in foundations, educational psychology, and a scaffolded methods sequence that emphasizes pedagogically sound uses of technology, multiple literacies to meet the needs of diverse learners, and designing lessons and assessments that address RIPTS and NCTE standards. Each methods course has a field-based component which is discussed in #2. In addition, candidates must earn a minimum of 167 on the PLT before the practicum semester. During SED 410, the practicum semester which occurs right before student teaching, candidates must successfully complete a Preparing to Teach portfolio, which includes the Implemented Lesson Plan (a lesson and evaluation from their field experience); a mini-version of the Teacher Candidate Work Sample, which includes the Learning Goals, Assessment Plan, and Design for Instruction; a Critical Analysis of Media lesson plan; and a Reflection which addresses their learning so far and goals for student teaching.

During student teaching, candidates are evaluated by their cooperating teachers and college supervisors throughout their program using the Observation and Progress Report (Assessment #4). In addition, candidates must complete the Teacher Candidate Work Sample (TCWS), which includes seven artifacts, all of which are based on one class they are teaching. These artifacts include Contextual Factors (Assessment #3); Learning Goals and Objectives (Assessment #3); Assessment Plan (Assessment #3); Design for Instruction (Assessment #3), including the Critical Analysis of Media Lesson Plan (Assessment #6); Instructional Decision-making (Assessment #5); Analysis of Student Learning (Assessment #5); and the Candidate Reflection (Assessment #5). The TCWS is evaluated by the Student Teaching Seminar Instructor.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

English Program of Study	MAT Plan of Study
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See **Attachments** panel below.

6. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: English Education B.A.		
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Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
Spring 10	12	11
Fall 09	7	7
Spring 09	10	10

Program: English Education M.A.T.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
Spring 10	4	4
Fall 09	0	0
Spring 09	1	1

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

7. Faculty Information

Directions: Complete the following information for each faculty member responsible for key content and professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Jennifer S. Cook
Highest Degree, Field, & University ⁽³⁾	Ed.D., English Education, University of Massachusetts Amherst
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Coming Into My Own as a Teacher": Identity, Disequilibrium, and the First Year of Teaching. <i>The New Educator</i> , 5(4): 274-293. "Reading, Writing & Researching Far Afield: Creating Third Spaces With First-Generation College Students." (with Moira Collins) Conference on College Composition and Communication. San Francisco, CA. March 2009. Lesley Bogad, Jennifer S. Cook, Monica Darcy, Janet Johnson, Susan Patterson, and Mary Ellen Tillotson, "Finding Our Way as WAC-y Women: Writing Practice and Other Collegial Endeavors." <i>Across the Disciplines</i> , 4 (December 2007).
Teaching or other professional experience in P-12 schools ⁽⁹⁾	2004-present, Co-Director, Rhode Island Writing Project (RIWP) and facilitator of RIWP's Institutes at North Providence High School and Woonsocket Middle School (inservice PD) "Building a Question Based Classroom in an Answer Driven Culture." Professional development workshop. North Providence High School Embedded Institute. North Providence, RI. April, 2008. "Writing to Learn in the Content Areas." Professional development workshop. Burrillville Middle School, Burrillville, RI. November 2007. "Content Area Literacy & Communities of Practice." Professional development workshop for teachers (7-12). Rhode Island College, Providence, RI. July 2007. 2004-present, clinical supervision of student teachers at Rhode Island College 1994-1999, English teacher, High School of Commerce, Springfield, MA and Longmeadow High School, Longmeadow, MA

Faculty Member Name	Janine Napolitano
Highest Degree, Field, & University ⁽³⁾	M.A. in English, Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Rhode Island College Alumni Honor Award Winner, 2008 Milken Award Winner, 2007 Rhode Island Council of Teachers of English, Teacher of The Year, 2005 Rhode Island Writing Project Fellow, 1996-Present
Teaching or other professional experience in P-12 schools ⁽⁹⁾	English teacher, North Providence High School, North Providence, RI, 1995-Present English Department Chair, North Providence HS, 2005-Present Member of North Providence High School School Improvement Team, Senior Project Advisory Board & Steering Committee, Curriculum Committee, and Leadership Team Director of The Literacy Team, North Providence HS, 2007-Present

Faculty Member Name	Daniel M. Scott III
Highest Degree, Field, & University ⁽³⁾	Ph.D., English, University of Illinois, Urbana-Champaign, 1992.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty (African-American Literature, Ethnic Literature, Non-Western Literature)
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Director, Program in African/ Afro-American Studies, Rhode Island College, 1996-2010. Moderator, Roundtable: "The Politics of Writing and Performing Blackness / Queerness," Brown University, April 2009. Conference Paper: "The Atlanta Daily World: Building a Community"; Delivered, Clark University, February 2009.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Member, Executive Board of Youth Pride Inc. (serving and counseling gay, lesbian, transgender, queer and questioning youth), 2000-present. Participant: "Diversity Café"—Johnston High School, Johnston, RI, March 2003. (inservice) Presentation on African American Literature for Education Day, Mount Pleasant High School, Providence, April 2001. (inservice)

Faculty Member Name	Russell A. Potter
Highest Degree, Field, & University ⁽³⁾	Ph.D., English, Brown University, Providence, Rhode Island, 1991.
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty (History of the English Language & Modern English Grammars)
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Exploration and Sacrifice: The cultural logic of Arctic discovery." Invited paper, "'Mistaken Straits': The Quest for the Northwest Passage, 1576-1859," University of Paris-Sorbonne, 3-5 June 2010. Arctic Spectacles: The Frozen North in Visual Culture, 1818-1875. Seattle and London: University of Washington Press; Montréal and Kingston: McGill-Queen's University Press, 2007. "History -

years ⁽⁸⁾	Spectacle - Resistance," in The Cultural Studies Reader, 3rd edition, edited by Simon During. NY: Routledge, 2007.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Janet D. Johnson
Highest Degree, Field, & University ⁽³⁾	Ph.D., English Education, Indiana University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Johnson, J. (2009). Teacher candidates' critical conversations: the online forum as an alternative pedagogical space. Human Architecture: Journal of the Sociology of Self-Knowledge. Vol. VII: Issue 1, Winter 2009, 75-85. "A rainforest in front of a bulldozer:' The literacy practices of teacher candidates committed to social justice." Paper presentation at the annual meeting of the American Educational Research Association, San Diego, CA. April 2009. Weinstein, G. and Johnson, J. (2008). Target practice: The case for a learner-centered ESL curriculum. Language Magazine, 29-33.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Classroom Teacher, Aurora Alternative High School, Bloomington, IN, 1995-2001. Created English curriculum for grades 9-12; taught 8-12 different courses per academic year; mentored family group of 12 students; served as yearbook adviser; co-chaired annual Fall Festival. Classroom Teacher, New Haven High School, New Haven, IN, Spring 1994. Taught two sections of senior English, three sections of junior English, and one section of sophomore Honors English. "Using life writing in secondary classrooms: a workshop approach." Workshop for Indianapolis Public School teachers, Indianapolis, IN. October 2001.

Faculty Member Name	Paula Milano
Highest Degree, Field, & University ⁽³⁾	M.Ed. in Secondary Education, Rhode Island College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Adjunct Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	<ul style="list-style-type: none"> • Rhode Island Writing Project Fellow, Mentor and Presenter, 1999 to present • Workshop Facilitator, Providence School Department • Teacher Evaluation Process Trainer, Providence School Department
Teaching or other professional experience in P-12 schools ⁽⁹⁾	CENTRAL HIGH SCHOOL 1995 to 1996 English Department Head HOPE HIGH School 1991 to 1995 English Department Head • CENTRAL HIGH SCHOOL English Teacher • Founded Central High School Improvement Committee • Chair Central High School NEASC Steering Committee

Faculty Member Name	Anita Duneer
Highest Degree, Field, &	

University ⁽³⁾	Ph.D., English, University of Connecticut, Storrs
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	<p>"Voyaging Captains? Wives: Feminine Aesthetics and the Uses of Domesticity in the Travel Narratives of Abby Jane Morrell and Mary Wallis," forthcoming in <i>ESQ: A Journal of the American Renaissance</i> 56.2 (2010): 35-page manuscript.</p> <p>"Brooklyn in the Making: Reading the Existential Utopian Vision in Paul Auster's <i>Smoke through The Wizard of Oz</i>," <i>The Midwest Quarterly</i> 50.1 (2008): 57-73.</p> <p>"Sarah Orne Jewett and (Maritime) Literary Tradition: Coastal and Narrative Navigations in <i>The Country of the Pointed Firs</i>," <i>American Literary Realism</i> 39.3 (2007): 222-240. Rpt. forthcoming in <i>Short Story Criticism</i> Vol. 138, Ed. Jelena Krstovic. Detroit: Gale/Cengage, 2010.</p>
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Joe Zornado
Highest Degree, Field, & University ⁽³⁾	Ph.D., English, University of Connecticut, Storrs
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	<p>2050 Volume One: Gods of Little Earth. <i>Speculative Fiction Review</i>. November, 2007. isbn: 0978523237</p> <p>"Children's Film as Social Practice." <i>Comparative Literature and Culture on the Web</i>. Purdue University. Sept, 2008.</p> <p>"English at Rhode Island College." Invited Panelist for "Teaching Across the Academy: Different Institutions, Different Issues." April 16th, 2009. The Harriet W. Sheridan Center for Teaching and Learning, Brown University.</p>
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Gary Grund
Highest Degree, Field, & University ⁽³⁾	Ph.D., English Literature, Harvard University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	<p>Humanist Tragedies, translator and editor, I Tatti Renaissance Library Series, publication date, 2010.</p> <p>"Literarische Formen des historischen Humanismus," Chapter 13 in Volume 3 of the Friedrich Ueberweg, <i>Grundriss der Geschichte der Philosophie</i>, Basle: Schwabe, for <i>International Journal of the Classical Tradition</i>, 15 (2008): 281-90. Reviewer: "Roman and Humanist Comedy on the Renaissance Stage," by Charles Fantazzi.]</p>
Teaching or other	

professional experience in P-12 schools ⁽⁹⁾	
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Faculty Member Name	Meradith McMunn
Highest Degree, Field, & University ⁽³⁾	Ph.D., Medieval Studies, University of Connecticut, Storrs
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	The Illustrated Manuscripts of the Roman de la Rose. Catalogue and Study. Turnhout: Brepols, forthcoming 2011. "The Work of Venus: Artists' Readings of the Roman de la Rose," Mediaevalia (forthcoming). Review of Catherine Bel and Herman Braet, De la Rose: Texte, Image, Fortune (Louvain: Peters, 2006) for Scriptorium 2010.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Vincent Bohlinger
Highest Degree, Field, & University ⁽³⁾	Ph.D., Film Studies, University of Wisconsin-Madison
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Arnheim on the Ontology of the Photographic Image." Arnheim's Legacy: Observation, Invention, and Contemporary Film Studies. Ed. Scott Higgins. (Routledge, forthcoming) "Kino-Pravda." Sage International Encyclopedia of Alternative Media and Communication. Ed. John Downing. (anthology under contract at Sage Press) (forthcoming) "The Development of Sound Technology in the Soviet Union." Organizer and Chair of Panel "To Compete and Outcompete: Soviet Cinema Looks West." Society for Cinema and Media Studies Conference. Los Angeles, California. 17 March 2010.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Barbara Schapiro
Highest Degree, Field, & University ⁽³⁾	Ph.D. English, Tufts University, 1979
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty; Director of M.A.T. Program in English Education
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	"Happiness, Self, and Other: Psychoanalytic and Wordsworthian Perspectives."

Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Engaging Conversations: The Subject of Happiness. Rhode Island College. May 13, 2009. "Negotiating a Third Space in the Classroom." Pedagogy. 9.3 (Fall 2009): 423-439.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NCTE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II Content Exams 0041 and 0042	Standardized Tests	Admission to Practicum
Assessment #2: Content knowledge in English (required)	English Content Portfolio	Portfolio	Admission to Student Teaching
Assessment #3: Candidate ability to plan instruction (required)	Teacher Candidate Work Sample (TCWS): (Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction)	Portfolio	Student Teaching

2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	€	€	b	€	€	€	€	€
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	€	€	€	€	b	€	€	€
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	€	€	b	€	€	€	€	€
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	€	€	b	€	€	€	€	€
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	€	€	b	€	€	€	€	€

3. Category 3.0 Knowledge of English Language Arts. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.	b	b	b	€	€	€	€	€
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	€	€	b	€	€	€	€	€
3.3 Candidates demonstrate their knowledge of reading processes.	€	b	b	€	€	€	€	€
3.4 Candidates demonstrate knowledge of different composing processes.	€	b	b	€	€	€	€	€
3.5 Candidates demonstrate knowledge of, and use for, an extensive range of literature.	b	b	€	€	€	€	€	€
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.	€	€	b	€	€	b	€	€
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.	€	b	b	€	€	€	€	€

4. Category 4.0 Pedagogy for English Language Arts. Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	€	€	b	b	b	€	€	€
4.2 Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	€	€	€	b	€	€	€	€
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	€	€	€	b	€	€	€	€
4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	€	€	€	b	€	€	€	€
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral,	€	€	€	b	€	€	€	€

written, and/or visual forms.								
4.6 Candidates engage students in critical analysis of different media and communications technologies.	€	€	€	€	€	€	€	€
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	€	€	€	€	€	€	€	€
4.8 Candidates engage students in making meaning from texts through personal response.	€	€	€	€	€	€	€	€
4.9 Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	€	€	€	€	€	€	€	€
4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

- c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL:
<http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

1. Data licensure tests for content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. If your state does not require licensure tests in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1_All

See **Attachments** panel below.

2. Assessment of content knowledge in English language arts. NCTE standards addressed in this entry could include but are not limited to Standards 3.1-3.7. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks.⁽¹³⁾ (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

English Content Portfolio

See **Attachments** panel below.

(13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a

portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. NCTE standards that could be addressed in this assessment include but are not limited to Standard Categories 2 and 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

TCWS: Contextual Factors, Learning Goals and Objectives, Assessment Plan, Design for Instruction
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See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NCTE standards that could be addressed in this assessment include but are not limited to Standard Categories 2, 3 and 4. An assessment instrument used in student teaching should be submitted. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Observation Progress Report	Student Teaching Assessment
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See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. NCTE standards that could be addressed in this assessment include but are not limited to Standard Category 4. Examples of assessments include those based on samples of student work, portfolio tasks, case studies, and follow-up studies. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

TCWS: Instructional Decision-Making, Analysis of Student Learning, Candidate Reflection

See **Attachments** panel below.

6. Additional assessment that addresses NCTE Standard Category 2.0. If that Category has been addressed sufficiently in other assessments, any assessment that addresses NCTE standards can be submitted. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

Critical Analysis of Media Lesson Scoring Guide	Critical Analysis of Media Lesson
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See **Attachments** panel below.

7. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses NCTE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, licensure tests not reported in #1 and follow-up studies. (Optional)

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

There have been many changes at Rhode Island College, in the Feinstein School of Education and Human Development (FSEHD), and in the Educational Studies Department in the last five years. We have had two College Presidents, three different FSEHD deans, and three different department chairs. Furthermore, the admissions process to the FSEHD has changed, the secondary education program has changed, and we have experienced three different electronic assessment systems: True Outcomes, Checkbox, and, now, Chalk and Wire. Furthermore, the Teacher Candidate Work Sample (TCWS) and Observation and Progress Report (OPR) are new unit assessments. This has meant that our program has been in a constant state of flux for us and for our candidates during the past five years.

We should also note here that the two preparers of this report, the co-coordinators of the English Education Program, are new to NCATE processes, so this constant state of flux has been the backdrop for our steep (and shared) learning curve. It has been a worthwhile learning experience to thoroughly and thoughtfully analyze student data.

There have been two significant outcomes since we started working on this report two years ago. First, we have discovered that there need to be some program changes. With the blessing of the English Department and Educational Studies Department chairs, we initiated the English Education Advisory Committee in spring 2010 as a vehicle to address these programmatic gaps. This committee is made up of English Education faculty, English faculty, classroom teachers and teacher candidates.

Second, we have been pleased that two particular assessments, the Teacher Candidate Work Sample (TCWS--Assessments 3 and 5) and the Observation and Progress Report (OPR—Assessment 4) are

appropriate, relevant and useful to us and to our candidates. Through this review of our unit and program assessments, we have also been able to pinpoint the specific problems inherent in two other assessments, the PRAXIS II exams (0041 and 0042—Assessment 1) and the Critical Analysis of Media Lesson Plan (Assessment 6).

Content Knowledge

Assessments One (PRAXIS II exams 0041 and 0042), Two (English Content Portfolio) and Six (Critical Analysis of Media Lesson Plan) provide some meaningful data regarding candidates' English content knowledge. Though our candidates perform well on the PRAXIS II, the process of aligning the exams with NCTE standards has illuminated for us, and for our English Department, the gaps in the test. With the guidance of the English Education Advisory Committee, we will explore ways to support our candidates' learning in their weakest areas, including analysis of poetry and writing analytical arguments. In addition, Dr. Jennifer Cook, a joint appointment in English and English Education, will present this information at the English Department Retreat in fall 2010 in order to obtain feedback from colleagues and provide space for dialogue across the schools and departments.

In order to strengthen the Critical Analysis of Media Lesson Plan (Assessment 6), we will work closely with Dr. Vince Bohlinger, English coordinator of the Film Studies Program, and other members of the English Department who teach courses on analyzing various forms of non-print media. At this point in time, our candidates take a cognate to satisfy the non-print media content requirement, usually a 100-level course called "Approaches to Film and Film Criticism." In addition, we spend significant time in our Practicum course working on media analysis with our teacher candidates. However, candidates would benefit from more explicit and varied experiences throughout the program in analyzing non-print media in their English coursework before applying that knowledge to teaching. With the help of Dr. Bohlinger, we plan to develop a more comprehensive and meaningful assessment of candidates' knowledge of and ability to teach critical analysis of non-print texts and media.

In order to ensure that NCTE standards are explicitly addressed before student teaching, we use Deborah Appleman's *Critical Encounters in High School English* and Linda Christensen's *Teaching for Joy and Justice*, along with others, as course texts in the Practicum semester immediately prior to student teaching. These authors provide outstanding examples of how to attend to NCTE standards in lesson planning, particularly when it comes to critical analysis of traditional and non-traditional texts, inclusion of diverse authors and texts, and using students' funds of knowledge to drive curriculum, instruction, and assessments.

Nonetheless, while we teach these skills in practicum, our current student teaching evaluation forms--the Teacher Candidate Work Sample and the Observation and Progress Report--have only limited effectiveness in assessing candidates' application of content knowledge in the field. It is clear that we need to work with the English Education Advisory Committee on remedying this problem. We plan to research assessments from other NCATE-accredited English Education programs in our upcoming review and development of these program assessments.

Professional and Pedagogical Knowledge, Skills, and Dispositions

The Teacher Candidate Work Sample (TCWS—Assessments 3 and 5) is a useful assessment of our candidates' ability to teach: it is multi-faceted, addresses content and Rhode Island Professional Teaching Standards (RIPTS), and is a national model that has been revised according to the unique context of Rhode Island College. Throughout the two years of TCWS implementation, we have learned that the processes that each assignment requires need to be explicitly taught, modeled, and supported, and that candidates need specific and individual feedback on their drafts of each assignment.

In order to help candidates learn the language and literacy practices required of the TCWS, a mini-

TCWS has been instituted in the Practicum semester prior to student teaching. The “mini” model includes the Learning Goals, Assessment Plan, Design for Instruction, and Critical Analysis of Media processes. Furthermore, members of the Department of Educational Studies, including Dr. Janet Johnson, organized a spring retreat to educate all faculty members in the department about the TCWS. As a result, some processes in the TCWS will be addressed earlier in the program, including in the Foundations courses (FNED 346) and early methods/field experiences (SED 406 and SED 407). We believe that this will provide candidates with the support they need to improve their performances on the TCWS assessments.

The Observation and Progress Report (OPR-Assessment 4) has been an effective tool in getting the three stakeholders—candidates, college supervisors, and cooperating teachers—to communicate and provides a useful basis for ongoing evaluation during student teaching. Like the TCWS, the OPR continues to evolve according to feedback from its users. Last year, the “Professional Behavior” and “Technology” sections were added to address candidate weaknesses in those areas. Also, a mini-version of the OPR is now used in Practicum, so that both candidates and cooperating teachers are becoming familiar with the expectations before the student teaching semester.

The Observation and Progress Report assesses candidate dispositions in the sections on Climate, Classroom Management, and Professional Behavior. In addition, the Feinstein School of Education and Human Development Assessment Committee has developed a new Dispositions Form based on faculty and teacher input about what they value in candidates. The Dispositions Form will be piloted in Fall 2010 and will be used throughout the program, from admittance through practicum.

As noted in the data analysis in sections 3, 4, and 5, the English Education faculty grade consistently within their cohorts, but Dr. Johnson scores her candidates lower than Dr. Cook on the TCWS and OPR. In the coming semesters, we will work together to develop our inter-rater reliability by scoring each other’s candidates on these assessments and comparing notes.

Student Learning

As a result of data collection and analysis from the cohort that piloted these assessments, we learned that our candidates needed further instruction and support in developing and implementing assessment plans and analyzing student data. This was noted by other secondary education programs in our Department, and thus all methods/practicum courses now provide specific training in assessment, which has resulted in improved candidate scores on the TCWS Assessment Plan and Analysis of Student Learning. That being said, faculty in the English Education Program will continue to emphasize a) designing effective assessment instruments and scoring rubrics, and b) analyzing what student scores might mean about teaching effectiveness, student learning, and the instruments themselves.

The assessments discussed in this report reflect the importance of collecting empirical data for the purposes of evaluating the English Education Program and our candidates. However, our program is small and we know our students well, which, for better or worse, affects how we assess their work. As many educational researchers (Ayers, 2004; Christensen, 2009; hooks, 2003) attest, the teacher-student relationship is an important aspect of learning, and one of the strengths of the program is the quality of the relationships we establish with our candidates. These relationships also allow us to see emotional growth and professional maturity in addition to improved performances on the assessments. Thus, we believe this report reflects not only the ability of our candidates to succeed on the assessments, but also their increased abilities, after completing our program, to meet the psychic and emotional challenges of teaching.

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.