# Assessment Plan: English Teaching

To determine the effectiveness of the department's academic program, the English Teaching Emphasis in the English BA/BS degree developed an assessment plan built around measuring student work vis-à-vis three key learning objectives.

English Teaching collects annual data from the academic year (spring semester, fall semester) by gathering senior papers from its courses and designating faculty readers from its curriculum committee to assess the student work in relation to the key learning objectives. In English Education, examiners are not the teachers of the courses. Each emphasis evaluates the papers and posts its Outcomes Data on the department's assessment website. Each emphasis then makes decisions on the basis of this data and delineates its Data-Based Decisions on the assessment website. Along with this direct measure of student learning, English Teaching employs two indirect measures—student interviews and a student survey—as well.

For the English Education Emphasis in the department's BA/BS degrees, the three key Learning Objectives are:

1. Reach theoretically and professionally sound conclusions through the development of critical arguments, professional documents, or creative texts
2. Weigh alternative approaches and practices, recognizing their assumptions and implications

3. Communicate ideas effectively through writing

Identify and artfully explain significant questions (writing for an audience)

| Unacceptable: | Marginal: | Acceptable: | Exceptional: |
|---|---|---|---|
| Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete | Evidence that the student has mastered this objective is provided, but it is weak or incomplete | Evidence shows that the student has generally attained the objective | Evidence demonstrates that the student has mastered this objective at a high level |
| Student work does not demonstrate a basic understanding of writing for an audience in the following specific areas:<br><br>• **Tone** of writing invites reader into the work<br>• Anticipates and **addresses potential resistances** on the part of the reader<br>• Presents a **matter that reader will care about** or makes a good case why the reader should care about the writing | Work shows evidence that the student understands the concept of writing for an audience, but execution of the concept is weak or incomplete in the following specific areas:<br><br>• **Tone** of writing invites reader into the work<br>• Anticipates and **addresses potential resistances** on the part of the reader<br>• Presents a **matter that reader will care about** or makes a good case why the reader should care about the writing | Work shows evidence that the student understands the concept of writing for an audience and does so with competence in the following specific areas:<br><br>• **Tone** of writing invites reader into the work<br>• Anticipates and **addresses potential resistances** on the part of the reader<br>• Presents a **matter that the reader will care about** or makes a good case why the reader should care about the topic | Work shows evidence that the student not only understands the concept of writing for an audience but also does so at a highly proficient level, as defined by these specific areas:<br><br>• **Original tone** of writing invites reader into the work<br>• Anticipates and **compellingly addresses potential resistances** on the part of the reader<br>• Artfully presents a **matter that reader will care** about or makes a good case why the reader should care about the writing |

2. Gather and analyze relevant information in writing

| Unacceptable: | Marginal: | Acceptable: | Exceptional: |
|---|---|---|---|
| Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete | Evidence that the student has mastered this objective is provided, but it is weak or incomplete | Evidence shows that the student has generally attained the objective | Evidence demonstrates that the student has mastered this objective at a high level |
| Student work does not demonstrate a basic understanding of how to gather and analyze relevant information in the following specific areas:<br><br>• Provides **appropriate credit or citing** of others' ideas<br>• Shows **knowledge of the appropriate body of literature** associated with the genre and subject of the writing<br>• Develops an **original** artistic vision, thesis, or research contribution | Work shows evidence that the student understands how to gather and analyze relevant information, but execution of the concept is weak or incomplete in the following specific areas<br><br>• Provides **appropriate credit or citing** of others' ideas<br>• Shows **knowledge of the appropriate body of literature** associated with the genre and subject of the writing<br>• Develops an **original** artistic vision, thesis, or research contribution | Work shows evidence that the student understands how to gather and analyze relevant information and does so with competence in the following specific areas:<br><br>• Provides **appropriate credit or citing** of others' ideas<br>• Shows **knowledge of the appropriate body of literature** associated with the  genre and subject of the writing<br>• Develops an **original** artistic vision, thesis, or research contribution | Work shows evidence that the student not only understands how to gather and analyze relevant information but also does so at a highly proficient level, as defined by these specific areas:<br><br>• Provides **appropriate credit or citing** of others' ideas<br>• Shows **knowledge of the appropriate body of literature** associated with the genre and subject of the writing and **gracefully integrates this knowledge** into the work<br>• Develops an **original** artistic vision, thesis, or research contribution and does so in a way that is particularly **compelling, engaging, or artful** |

3. Communicate ideas effectively in writing

| Unacceptable: | Marginal: | Acceptable: | Exceptional: |
|---|---|---|---|
| Evidence that the student has mastered this objective is not provided, is unconvincing, or very incomplete | Evidence that the student has mastered this objective is provided, but it is weak or incomplete | Evidence shows that the student has generally attained the objective | Evidence demonstrates that the student has mastered this objective at a high level |
| Student work does not demonstrate a basic understanding of how to communicate ideas effectively in the following specific areas:<br><br>• **Free of problems** at the sentence level (syntax, usage, grammar)<br>• **Clear and descriptive** language<br>• **Flows** well from paragraph to paragraph | Work shows evidence that the student understands how to communicate ideas effectively but the execution is weak or incomplete in the following specific areas:<br><br>• **Free of problems** at the sentence level (syntax, usage, grammar)<br>• **Clear and descriptive** language<br>• **Flows** well from paragraph to paragraph | Work shows evidence that the student understands how to communicate ideas effectively in the following specific areas:<br><br>• **Free of problems** at the sentence level (syntax, usage, grammar)<br>• **Clear and descriptive** language<br>• **Flows** well from paragraph to paragraph | Work shows evidence that the student understands how to communicate ideas effectively and does so at a highly proficient level, as defined by these specific areas:<br><br>• **Free of problems** at the sentence level (syntax, usage, grammar)<br>• **Clear and descriptive and vivid** language (sophisticated word choice)<br>• **Flows** well from idea to idea via **particularly artful transitions** |

## PART 2 of 2: INDIRECT MEASURES (Student Interviews and Survey)

Since 2014, faculty members meet with students each semester and ask students questions about their experience in the English Teaching Emphasis. Questions vary according to the issues at the time; full questions and reports can be found in Outcomes Data. Representative interview questions include:

1. As you reflect on your undergraduate careers, what do you wish you had known? What tips/advice would you offer to students entering the English Teaching degree program?
2. Do you feel prepared to student teach?
3. Would a Teaching Creative Writing class--stand-alone or integrated into existing curriculum--be of interest?
4. What advice would you offer the English Education faculty?
5. Do you have opinions of the efficacy of English-General degree, particularly for students in English Teaching, who may get near the end of the program and realize that teaching is not a good career choice?
6. Are the English Education webpages for the department informative and helpful? If not, what might we add?
7. Have we solved the overlap with classes offered with Secondary Education?
8. The English Education faculty plan to integrate the ITLS requirement in English classes and petition the Council on Teacher Education to waive the ITLS course. What advice can you offer us?
9. Did it work to have Logan and distance students in the same broadcast section of SCHED 3600?
10. How could we improve the clinical experience?
11. Should we continue to press for a waiver for SECD 4200?

Representative survey questions include:

1.Objective 1: To understand reading and writing as socially constructed practices. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

2. Objective 2: To know about and be able to use a variety of instructional strategies to meet students' diverse needs. With respect to this objective my classes were effective:

1 Strongly agree

2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

3. Objective 3: To be able to promote collaborative relationships among students and between students and teacher. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree

3 Neutral
4 Disagree
5 Strongly disagree

4. Objective 4: To know about and be able to select age-appropriate course materials. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree

3 Neutral
4 Disagree
5 Strongly disagree

5. Objective 5: Know about and be able to select age-appropriate literature, including adolescent literature. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

6. Objective 6: To know about and be able to use technological aids in the teaching of literature (Digital Literacy). With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

7. Objective 7: To know about and be able to use technological aids in the teaching of writing (Digital Literacy). With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

8. Objective 8: To be able to design and implement effective lesson plans and course curricula. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

9. Objective 9: To have classroom management skills. With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

10. Objective 10: To understand and be able to use assessment strategies appropriate to the subject matter and the age and diversity of students With respect to this objective my classes were effective:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

11. Classroom Instruction Delivery

1  I took all of my classes in English in traditional classroom environment.

2  I took all of my classes in English in technology-enhanced instruction (e.g., broadcast, online).

3  I took a mix of my classes in English in technology-enhanced and traditional environments.

12. Tell us about your major and/or minor

1  I am an English Teaching major and have a teaching minor in another area.

2  I am an English Teaching major and also have a second Teaching major.

3  I am an English Teaching minor.

13. What are your post-graduation plans? A teaching job? Graduate school? Professional school? Time off?

14. What didn't we ask you that you'd like to tell us about how the English Teaching Program can be improved?

*Notes*

English Education/Teaching Program Student Advisory Group Meeting

*Julia Carroll, Kameron Going, Danielle Gomm, Justin Vance, Ashley Waddoups*

30 November 2015

1. Are you finding overlap between English and Secondary Education courses?
    1. SecEd Methods seemed naïve about English methods courses and development of plans. SCED 3600 and 3210 also overlap.
2. Classroom Management:
    1. SecEd 3110 gets into topics such as expletives to your face. Some noted that we "do a lot of classroom management tactics in English"; it's more integrated in English as it's taught in context.
    2. Consider role playing for classroom management.
    3. Professors should be more explicit about what they are doing is classroom management, and they are demonstrating. (Example: one professor indicated when a late student arrived in class that she recommended a designated row for tardy students who wouldn't then disrupt others. It was a quick nuts and bolts tip.)
3. Are you finding aspects of pedagogical instruction (how to teach) that are redundant or you are not getting sufficient practice in?
    1. Opportunities to teach: We need more class feedback and more honest feedback. Please offer critique.
    2. Teaching extended lessons are helpful. For example, in English 4500 our small group taught for a week. Extended lessons like this are helpful.
    3. 20 minutes of teaching is not enough; more teaching experience is needed. Appreciated the comprehensive unit plans in Teaching Literature and Teaching Literacy in Diverse Classrooms. Appreciated teaching an entire week in Teaching Writing.
    4. Consider teaching a "group" of students for a longer period of time. So, not teaching the entire class but rolling out a longer lesson for a few students so it doesn't take up so much class time.

5. Clinical experience attached to English course would be useful in getting teaching experience if the experience required various teaching opportunities.
6. Tutoring writing is excellent prep: Writing Fellows; Writing Center.

4. Clinical experiences should be attached to English classes rather than SecEd courses. Lesson plans in the SecEd course don't always fit the clinical experience.
    1. English methods courses emphasize being flexible and versatile. Not the same with SecEd—more rigid.
    2. Clinicals: Communication Studies teaching minor reported in weekly seminar with Dr. Brad Hall. Some reading. 30 hours per major/minor; Office of Field Experience assigns teacher. Don't forget the minors.
    3. Which course should have the paired experience?
        1. Pairing with 4220 also opens up possibilities with after-school clubs, classrooms. Would prefer a variety of class experiences. (One student observed 20 different teachers.)
    4. **Proposal on Clinical Experience Coming – based on student suggestions.**

5. Do you feel that you are getting a good balance of theory and practice? (Can you identify theorists in the field who influence your teaching philosophy?)
    1. Good balance. Yes.
    2. Like theory: enjoyed reading the teaching books. Faculty choose really good books.

6. Do you like the new online scheduling system for advising—Appointment Manager?
    1. Love it. So much better. Takes the hassle out of it. Definitely streamlined communication. Delighted.

7. Do they feel comfortable in evaluating all areas of language arts: listening, speaking, writing, reading?
    1. Feel comfortable in reading and writing. Not as much experience in listening and speaking. Could use more instruction in how to assess.
    2. What should you expect at various levels in terms of students' writing abilities? [Writing Fellows/UTFs are surprised at low level of college students' writing skills.]
    3. *Note to Joyce: share NWP writing samples from various levels.
    4. **Action: add more explicit work in listening and speaking to our classes.**

8. Are can we help students become better teacher performers? (Oral interpretation).
    1. Consider stance such as shoulders back.
    2. Intonation, timbre, and pitch.
    3. On the spot speeches (pair topic with name of student for impromptu speech or discussion)
    4. Would like to have more critical feedback from peers.
    5. Videotaping: Panopto, Camtasia. (Pair to begin with feedback; then over to foursome.) Could even do that with voice recording.
    6. Encourage more engagement in authentic experience such as Poe in the Dark— even go through the rehearsal process.

7. Teachers should have public speaking/acting course. They highly recommend Public Speaking (Gen Ed); interpersonal communication could help with difficult students.
8. Consider TedX talks for advice on speaking: http://www.inc.com/ss/jeff-haden/20-public-speaking-tips-best-ted-talks.

9. We think "how to teach film" is a gap; our students tend to think of film as time filler. Is this a teaching approach we should emphasize more?
    1. Appreciated the film class with Dr. McCuskey. Learned how to critique films and understand the techniques behind films.
    2. In their experience, film was a "day off" for the teacher.
    3. Incorporate film into the Teaching Literature class. What are the parallels between teaching a literary text and a film (e.g., making predictions)?
    4. Summary is easy for students, but analysis is more difficult. Film analysis could be helpful.

10. Reactions to the Qualtrics Survey on assessing the program?
    1. Would have liked the ability to qualify choice. Add comments to each question.
    2. Not applicable option.

11. What haven't we asked you?
    1. Sonia discussed new capstone.
    2. The portfolio is seen as arbitrary; this Teacher Work Sample could be more effective.
    3. English teaching classes are more applicable. Diversify the approaches to teaching to ensure there are creative approaches.
    4. (Danielle) Took the literacy class through SecEd (Amy Wilson) was really good. She applied the practices. Her model lessons were really helpful.