

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

Millikin University

### 2. State

Illinois

### 3. Date submitted

MM DD YYYY

01 / 31 / 2008

### 4. Report Preparer's Information:

Name of Preparer:

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### 6. Name of institution's program

English Education

### 7. NCATE Category

English Language Arts Education

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

6-12

(1) e.g. Early Childhood; Elementary K-6

**9. Program Type**

First teaching license

**10. Degree or award level**

Baccalaureate

Post Baccalaureate

Master's

Post Master's

Specialist or C.A.S.

Doctorate

Endorsement only

**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**

English language arts

**14. Program report status:**

Initial Review

Response to a Not Recognized Decision

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 III. Does your state require such a test?**

Yes

No

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

The state of Illinois requires that all candidates complete a state approved program at a recognized teacher education institution. Millikin University is currently an approved institution, meeting the standards set by the Illinois State Board of Education and the State Teacher Certification Board. Furthermore, all candidates must pass the Illinois Certification Testing System exams in basic skills (grammar, reading, writing, mathematics), content knowledge in the major field before student teaching and the Assessment of Professional Teaching.

Millikin University requires that all candidates complete the following curriculum:

- Millikin University Studies Curriculum: All Millikin students must take a sequence of university studies courses designed to provide a challenging development through the first three years of study. The first year courses emphasize academic inquiry and related skills. The second year requires a course in US Studies, and the third year requires a Global Studies course. The sequential university studies requirements deliberately challenge students to prepare for academic success, to understand our own country's multicultural realities and to make connections to the international global society. The non-sequential courses, which are offered across disciplines and majors, require: a quantitative reasoning course, a fine arts course, a natural science with a laboratory experience, a modern language and an off-campus learning experience.
- Professional Education Sequence: Millikin requires that all secondary education candidates complete a series of courses designed to provide a professional basis for the student. These courses include ED 120 Intro to American Education, ED 170/171 Education Internships, ED 201 Human Development, ED 219 Technology for Secondary Ed, ED 310 Creating Communities of Learners, ED 320 The Exceptional Child, ED 321 General Secondary Methods and Assessment, ED 425 Instructional Analysis, Design and Assessment, ED 478 Supervised Teaching, and ED 488 Education Senior Seminar. (See attachment for full description of these courses).
- Degree Requirements: All candidates for the English Education degree must complete requirements in a broad literature core, with a diversity of writing courses, along with methods coursework and other specific courses required for this major. These requirements include 18 credits in the literature core, 9 credits in advanced writing courses, and 13 credits in English Ed requirements, including a capstone course. (See attachment for a full description of these courses.)
- General Education Requirements: All candidates must complete general education courses including IN 140 University Seminar, IN 150 or English 101, IN 151 or English 102, HI 203 or HI 204 as U.S. Studies, and IN 350 Global Studies. In addition each student must meet curriculum requirements including a quantitative reasoning course, a Fine Arts course, a Literature course, an Historical Studies Course, a Social Science Course, a Language course and a natural science course (with lab).

**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)**

All Candidates at Millikin University are required to complete at least 100 clock hours of clinical experiences in school classrooms before student teaching. At least sixty hours are met through three professional education requirements:

- ED 170/172 Education Internship: Experience in a classroom with a certified teacher. Students serve as an unpaid teacher aide in local elementary and/or secondary schools for 30 or more clock hours during a semester. Students attend two seminars for orientation, discussion and evaluation. Reflective journals are required. The purpose of this exploratory internship is for students to become aware of the role of a teacher in specific grade levels/content areas and to gain experience with students.
- ED 310 Creating Communities of Learners: Addresses principles of individual and group motivation

and communication, as well as strategies of managements and discipline, that will assist students to create positive learning communities that foster positive social interaction, active engagement in learning and self-motivation. Case descriptions and microteaching will assist candidates to solve classroom behavioral and motivation problems. 20 hours or more of structured school classroom experience, including one-on-one tutoring.

- ED 425 Instructional Analysis, Design and Assessment for Secondary Teachers: Instructional approaches and techniques for teaching in middle and high schools. 20 hours or more of structured school classroom experience required in the student teaching classroom.

All remaining hours not earned by through the above courses can be gained through various electives. Three-quarters of all internship hours must be with teachers form the appropriate educational program. Furthermore, all students must complete one internship in a multicultural setting.

All Candidates must complete a Student Teaching Experience—a fourteen-week student teaching experience which is described as the culminating requirement for all teacher education programs.

### **3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

All candidates must apply for admission to the School of Education and for admission to student teaching. Both application processes are checkpoints designed to ensure that teacher candidates are meeting teacher education standards that assure the strongest preparation to teach.

Requirements for admission to the School of Education:

- earn a C in IN150 and a C+ in IN151 (English Comp I, II, if transferred)
- pass the Illinois Basic Skills Test
- complete and submit “proficient” Phase I Candidate Portfolio (in ED205)
- earn a 2.7 cumulative GPA or above
- satisfactory ratings on disposition; or plan in place for remediation
- completion of 24 credit hours at Millikin University ( 12 for transfer students)
- successful completion of candidate assessments
- successful completion of the CAT1 Technology modules
- Education internship
- Demonstrated professional, legal and ethical conduct

In addition to these requirements a student must have the positive recommendation of the Director of the School of Education, the Student Life and Academic Development Office and appropriate departmental selection committee, including the academic advisor and the Committee on Teacher Education Programs.

Admission to Student Teaching:

During the spring semester of the junior year, the candidate completes an application for student teaching. This application must be signed by the academic advisor in the teacher education certification program, indicating likelihood of successful completion of the program and continuing recommendation. Upon application to student teaching, the Director the School of education reviews the application form and candidate transcripts for minimum state qualifications of teachers, including absence of felony, drug, sex or other criminal convictions and signs the application. In addition the following requirements must be met.

Requirements for admission to student teaching:

- earn a 2.7 cumulative GPA or above
- earn C+ in one MA course above MA106
- earn a 2.7 GPA or above in major courses
- earn a 2.7 GPA or above in professional education courses
- pass Illinois Content Area Exam
- complete CA1 through 9 and enter into portfolio by time of student teaching
- satisfactory ratings on dispositions; or plan in place and progress toward remediation
- complete program internship hours.

30-35 hours in ED170/172 (or previous experience) [semester one]

30-35 hours [semester two]

30-35 hours [semester three, with cooperating teacher for student teaching]

+May request 40-hour waiver for 60 hours of documented work with children

All candidates must continue to meet the above criteria for retention in their chosen teacher education program. Checks of continuing eligibility are made for enrollment in certain junior and senior education courses. Evaluations of additional clinical experiences are also examined.

**4. Description of the relationship <sup>(2)</sup> of the program to the unit's conceptual framework.  
(Response limited to 4,000 characters)**

The conceptual framework for the Millikin School of Education is a vision based on preparing teachers who “live, learn and teach with respect for themselves and others” and who “establish caring, empathetic interactions that promote students’ intellectual, social and personal development.”

The conceptual framework for the English Department is a vision based on providing students with a sense of the living language arts—with an understanding and appreciation of essential professional skills related to the fields of language arts study. These skills include critical thinking, rhetorical strategies for successful oral and written communication, an introduction to English linguistics, and a broad understanding of western cultural concepts and texts, compared and contrasted to the texts and cultures of others (both international and non-white).

Furthermore, the program provides majors with introductory and advanced knowledge of theories of literary criticism, theories of writing and the theories and methods of teaching English. The department seeks to develop reasoning, writing and speaking skills that prepare students for public school teaching and continued life-long intellectual and personal development. Perhaps most importantly, the department stresses the primacy of critical thought in the practice and craft of the full range of language arts.

These two visions share the common goal of creating teachers who are also life-long students. By promoting each candidate’s ability to critically analyze problems and meet challenges using an established method of intellectual pursuit, the English education program produces teachers who can consistently establish a “learning” environment. The ultimate goal is to ask questions that produce personal development. Such development in both the education program and in the English department is dependent upon asking the right questions, utilizing the right intellectual tools and meeting the challenges of life by establishing life-long learning habits. When these goals are achieved, we believe that the language arts teacher will be equipped to establish creative communities of learners that reflect the same values of personal development and self-respect.

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>(3)</sup>. (Response limited to 4,000 characters)**

The English Education major has assessment points on multiple levels. Some of these points overlap and are shared.

The program assessment for the School of Education requires:

- A state content exam in areas of specialization
- A Student Teaching Evaluation
- A Teacher Work Sample
- A Required GPA minimum for all courses
- A Basic Skills Test
- A technology requirement
- A candidate portfolio
- Candidate Assessments

These assessments are maintained in LiveText and provide a checkpoint for candidates at each level of promotion or application.

The Millikin English Education program uses as part of its assessment six required areas:

- A state content exam in Secondary English Language Arts
- Cumulative GPA for all English courses
- Unit Plans with multiple lesson plans and reflection
- Student Teaching Evaluations by cooperating teachers and supervising profs
- A Teacher work sample
- A capstone journal of teaching theory, practices and reflection

These assessments meet the requirements of NCTE Standards 2.1-2.6, 3.1-3.7, and 4.1 – 4.10.

Finally, the English Department, as part of its own assessment self-study, requires assessments on four artifacts gathered during a student's tenure here to make sure we are maintain high quality in meeting our own degree program learning goals. These four artifacts include the following:

- a research essay related to US literature in the last 100 years, with an emphasis on diverse cultural factors
- a statement of philosophy of the role of language instruction (including grammar) in the English curriculum, with research and implications for classrooms practice
- a capstone journal of teaching theory, practices and reflection (same as English Education requirement listed above)
- teaching unit plans demonstrating methods of teaching English language arts (same as English Education requirement listed above)

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(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. 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.**

**7. 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.)**

Millikin program of study

See **Attachments** panel below.

**8. 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, doctorate) 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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2007-2008	21	3
2006-2007	24	5
2005-2006	23	5

(4) 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.

**9. Faculty Information**

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

Faculty Member Name	Michael O'Conner
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, University of Missouri
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty; Honors Director
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	8 years secondary teaching Missouri Lifetime Teaching certificate, English 9-12 Clinical supervision of candidates in local high school

Faculty Member Name	Jim Meyer
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Highest Degree, Field, & University <sup>(5)</sup>	DA in English, Illinois State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty; Coordinator of English Education
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Recent publications in English Journal, Voices from the Middle, Illinois English Bulletin, IATE Newsletter, English Leadership Quarterly, and NELMS Journal Co-Director, Illinois State Writing Project Principal Investigator, Local Sites Research Initiative Grant from the National Writing Project, to study the effects of teacher participation in inquiry groups on student achievement in writing
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	4 years teaching, grade 6, Boston Public Schools Professional license, Massachusetts, in four areas: English 5-9, English 9-12, ESL 5-12, and middle school generalist 5-9 Clinical supervision of candidates

Faculty Member Name	Stephen Frech
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English Literature, U of Cincinnati
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	inservices on creative writing through the Milikin Literary Festival
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	one year secondary teaching, English, at Archbishop Moeller High School, Cincinnati (technology-intensive)

Faculty Member Name	Purna Banerjee
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, Texas Christian U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	



Faculty Member Name	Carmella Braniger
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, Oklahoma State U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Randy Brooks
Highest Degree, Field, & University <sup>(5)</sup>	PhD in Rhetoric, Purdue U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty; Department Chair
Faculty Rank <sup>(7)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	inservice workshops at a local public school (grades K-12) on creative writing
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Michael George
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, Michigan State U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	presentations and publications on the pedagogy of Arthurian legends using art and music
Teaching or other professional experience in P-	

12 schools <sup>(11)</sup>	
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Faculty Member Name	Anne Matthews
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, Indiana U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Priscilla Meddaugh
Highest Degree, Field, & University <sup>(5)</sup>	PhD in Communication, Wayne State U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Peiling Zhao
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, U of Southern Florida
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	inservice workshops at a local public school (grades K-8) on professional writing in science

Teaching or other professional experience in P-12 schools <sup>(11)</sup>	
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Faculty Member Name	Lisa Klotz
Highest Degree, Field, & University <sup>(5)</sup>	PhD in English, North Carolina U
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Judi Crowe
Highest Degree, Field, & University <sup>(5)</sup>	MA in Writing, Illinois State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Mary Dwiggins
Highest Degree, Field, & University <sup>(5)</sup>	MA in English, Eastern Illinois University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major	inserve on creative writing through the Millikin Literary Festival

contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

Faculty Member Name	Sandra McKenna
Highest Degree, Field, & University <sup>(5)</sup>	MA in English, U of Illinois-Springfield
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Instructor
Faculty Rank <sup>(7)</sup>	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	

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

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

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

(8) 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.

(9) 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.

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

(11) 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-	English Education MA1: State of Illinois Secondary English Language	Test Score	Junior to Senior year

based assessment (required)	Arts Content Area Test Score		
Assessment #2: Content knowledge in English(required)	English Education MA2: GPA in Major Courses	Cumulative Grade Point Average Score in major English coursework	end of Senior year
Assessment #3: Candidate ability to plan instruction (required)	English Education MA3: Unit Plans with Lesson Plans and Reflections	Artifacts of written lesson plans/teaching units and reflections	Sophomore and senior years
Assessment #4: Student teaching or internship (required)	English Education MA4: Student Teaching Evaluations by University Supervisor	Artifacts of evaluation forms of student teaching by university supervisor	End of senior year
Assessment #5: Candidate effect on student learning (required)	English Education MA5: Teacher Work Sample (also Candidate Assessment #9)	Artifact of Teacher Work Sample	End of senior year, ED488 and Portfolio
Assessment #6: Additional assessment that addresses NCTE standards (required)	English Education MA6: Capstone Journal	Artifact Journal from Internship of Teaching Writing	Fall semester, senior year
Assessment #7: Additional assessment that addresses NCTE standards (optional)	English Education EE1: Recent US Literature with Historical, Intellectual, Cultural Contexts	Artifact Research Essay	Soph/Junior Years, En232: American Literature after 1900
Assessment #8: Additional assessment that addresses NCTE standards (optional)	English Education EE2: Philosophy of the Role of Instruction in the English Language	Artifact Essay combining Research and Reflection	Soph/Junior Years, EN 275: Modern English Language

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

**1. For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.**

#1 #2 #3 #4 #5 #6 #7 #8

1.0 Structure of the Basic Program. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice English language arts teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**2. 2.0 Attitudes for English Language Arts. Through modeling, advisement, instruction, field**

experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

3. For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.	€	€	ⓑ	ⓑ	ⓑ	€	€	€
2.2 Candidates use ELA to help their students become familiar with their own and others' cultures.	€	€	ⓑ	ⓑ	ⓑ	ⓑ	€	€
2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	€	€	ⓑ	ⓑ	ⓑ	ⓑ	€	€
2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.	€	€	ⓑ	ⓑ	ⓑ	ⓑ	€	€
2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	€	ⓑ	ⓑ	ⓑ	ⓑ	€	ⓑ	ⓑ
2.6 Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	€	€	ⓑ	ⓑ	ⓑ	€	€	€

4. 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.

5. For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

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

6. 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.

7. For each NCTE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NCTE standards.

#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.	3	3	2	2	2	3	3	3
4.2 Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	2	2	2	2	2	2	2	2
4.3 Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	3	3	2	3	3	3	2	3
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.	2	2	2	2	2	2	2	2
4.5 Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	3	3	2	2	2	2	3	3
4.6 Candidates engage students in critical analysis of different media and communications technologies.	2	2	2	2	2	2	2	2
4.7 Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.	3	3	2	2	2	2	3	3
4.8 Candidates engage students in making meaning of texts through personal response.	2	2	2	2	2	2	2	2
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.	3	3	3	2	2	3	3	3
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.	2	2	2	2	2	2	2	2

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

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 that are addressed 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. 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.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

**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 (items 1-5) as outlined in the directions for Section IV**

Millikin Assessment 1
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See **Attachments** panel below.

**2. Assessment of content knowledge<sup>(15)</sup> 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<sup>(16)</sup>, and portfolio tasks<sup>(17)</sup>. (Assessment Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 2
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See **Attachments** panel below.

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<sup>(15)</sup> Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts,



and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) 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 Standards 1,2 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 (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 3

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 Standards 1,2,3 and 4.. An assessment instrument used in student teaching should be submitted. (Assessment Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 4

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 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 5

See **Attachments** panel below.

**6. 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. (Assessment Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 6

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 (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 7

See **Attachments** panel below.

**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 (items 1-5) as outlined in the directions for Section IV**

Millikin assessment 8

See **Attachments** panel below.

## **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)**

Content knowledge

Our analysis of the assessment in this area had the most immediate and visible results of any area. The state of Illinois requirement for teacher certification in English language arts make no reference to knowledge of the linguistic structures of English or to the varieties of English. As noted above, the content test of the state does not refer to these areas, focusing instead on reading, writing, speaking, and literature.

It was therefore clear that we needed to develop new courses in the structure of English. These two new courses, English 275 Modern English: Varieties and Structures and English 375 History of English, were developed and approved by the department, the Humanities division, the college, and the university. English 275 is being offered for the first time in Spring 2008; English 375 will be offered in

Fall 2008.

In addition, we recognized that we could not certify that all of our teacher candidates met the NCTE standards in several areas. In particular, courses in literary theory, in multi-media, in adolescent literature, and in international literatures were offered but were not required for the English major. Some of these courses were offered under course numbers and titles which did not reveal their focus, such as a course in web publishing offered under the heading "Advanced Writing."

Our second curricular change, then, was to ensure that courses in multi-media and in international literatures were offered under course numbers and titles which made their content clear.

Once these courses had been developed and/or re-numbered, then, we were able to change the requirements for the English Education major. The chart below summarizes the relevant changes in the requirements offered within the English department:

major prior to October 2007 major adopted in October 2007  
medieval tradition History of English  
Shakespeare (no change)  
elective in British literature (no change)  
second elective in British literature International Literature  
early American literature (no change)  
20th century literature; adolescent recommended Adolescent Literature is required  
modern American literature (no change)  
methods in teaching English language arts (no change)  
advanced methods (no change)  
applying writing theory (no change)  
internship in teaching writing (no change)  
writing elective Modern English Varieties and Structures  
writing elective Writing About Literature (literary theory)  
publishing elective Web Publishing

Professional and pedagogical knowledge, skills, and dispositions

Data from these assessments indicates that students are generally well prepared in their professional and pedagogical knowledge, skills, and dispositions. In no areas are students failing to meet standards or consistently reaching only marginal competence.

There are, however, a few areas which this data brought to our attention for additional consideration.

The most obvious area to emerge from our analysis is the area of making adaptations to lessons once the candidate is in this classroom. There are two ways in which the term "adaptation" can be used; the first, meaning making changes to the lesson once the candidate is in the classroom, shows up in the assessment of student teaching, Assessment 4 in this report, which includes the indicator "Analyzes the classroom environment to make decisions that enhance social relationships, student motivation and engagement." 30% of the student teachers were assessed as Emerging on this indicator. The second use of the term "adaptation" refers to adaptations to lesson plans for students with special needs. This is often thought of as part of the lesson plan, but, particularly for beginning teachers, this frequently fits into the category of changes which must be made once the teacher meets the class and gets to know the

students individually. Indeed, that is part of the definition of "special needs"—the students have "Individual Education Plans." This sense of "adaptation" is assessed particularly in the assessment of the Teacher Work Sample, Assessment 5 in this report, where it was the weakest area.

One of the recent changes we have made in the secondary block is that the university instructors visit the classrooms with the students; we believe that this will provide additional instruction to our candidates on motivating and engaging students, and on the real work of a teacher in monitoring the classroom, reflecting on it, and making changes as necessary for the needs of all students. In this current year, 2007-2008, a member of the university's English department has been assigned as supervisor of the English education student teachers; we believe that this will also improve the quality of our program as he is able to interact more closely with student teachers, both through observing them as they teach and through his debriefing—and, in future years, in his preparation of methods courses.

#### Student learning

The teacher work sample, assessment 5 in this report, is our primary way of assessing student learning. Because this is so important, the supervisor of the practicum makes one of the observation visits during the candidate's teaching of this unit.

In addition, we hope to reexamine this project in the light of research being conducted at Millikin into teacher inquiry groups. Dr. Jim Meyer, the coordinator of English education, is currently the PI for a multi-year research project funded by the National Writing Project. This project examines the ways in which teacher inquiry groups facilitate student learning in the area of writing. Several teachers from local schools plan to join the study next year, and we intend to bring them to campus to participate in professional development activities and to share with us what they are learning about student learning through their inquiry groups.

### SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)**

**Please click "Next"**

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