Millikin University
College of Arts & Sciences
English Education Major Assessment Report
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July 1, 2014

Executive Summary

The learning goals for English Education students are that all students will:

1. have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
2. apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
3. be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

To measure individual student learning with respect to these goals, the department will assess students in the program annually, using feedback from assessments at each level to guide programmatic improvement. Assessment methods will involve detailed scaled rubric sheets utilized to evaluate each of the chosen artifacts that measure each learning goal.

For the 2013-2014 academic year, the department has rated student learning in each of these areas as located somewhere between red, yellow and green. We examine accumulated data for trends that assist us in necessary programmatic changes.

Programmatic assessment methods also include cumulative GPA scores in the major courses for each student, along with a test score in the content area developed by the Illinois Certification Testing System and given to English Education students across the state, for comparison against larger statewide baselines. These shall also be assigned a rating between red, yellow and green.

As data is collected over time and trends become apparent, we shall close the loop of assessment to refine the curriculum and teaching methodology in the major to assist students in achieving success in mastering these designated learning goals.

The English Education major continues to be strengthened through analysis of this data and curricular adjustments discussed and approved by the department, the university, and the State of Illinois.

Goals and Mission of the English Education Major

Millikin University's English education major program continues to be consistent and robust, preparing future secondary school English language arts educators through utilizing the latest in classroom theory and practice. In addition to a solid background in literary studies, English education majors from Millikin develop advanced abilities in the teaching of writing and using technology. Our unique EN470: Internship in the Teaching of Writing course prepares our students better than most comparable programs, allowing English education majors to work very closely with a single writing faculty professor and his or her students in a freshman-level writing course. Currently, the program utilizes NCATE NCTE Standards and is fully recognized by national accreditation bodies.   Most graduates of this program immediately obtain meaningful positions as high school Language Arts instructors, guiding the next generation of students down the path to critical literacy, enhanced communication skills, and a better understanding of regional, national and global cultures.

Learning Outcome Goals

All English Education major students will:

> 1. have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
> 2. apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
> 3. be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

Snapshot

The English Education program is strongly tied to all English major programs by our central core of shared literature and writing course requirements. English Education students must be proficient in literary and cultural studies, writing and language studies, and educational methods for transferring these specific areas of knowledge to others.

English education students will experience a wide variety of English faculty in completing their degree programs. Beyond literature and writing, the methodologies and practices of teaching the language arts are what makes this major distinct from the other English programs.

Millikin's full-time English faculty for the 2013-2014 academic year numbered thirteen individuals (see Table 1). Seven are tenured faculty. Of the tenured professors, one is a full professor, and six are associate professors. Three professors are on tenure tracks, all currently assistant rank. One adjunct professor is a professional teacher at a nearby school district.

Table 1: English Department Full Time Faculty, 2013-14				
Faculty	**Credentials**	**Rank**	**Tenure status**	**MU Service**
Banerjee, Purna	PhD, Texas Christian U.	Assoc Prof	Tenured	8
Braniger, Carmella	PhD, Oklahoma State U.	Assoc Prof	Tenured	10
Brooks, Randy	PhD, Purdue U.	Professor	Tenured	22
Crowe, Judi	MA, Illinois State U.	Assist Prof	Contract	15
Frech, Stephen	PhD, U. of Cincinnati	Assoc Prof	Tenured	10
George, Michael	PhD, Michigan State U.	Assoc Prof	Tenured	11
Henson, Katie	MFA, U. of Wyoming	Instructor	Contract	2
Kirchoff, Jeff	PhD, Bowling Green State U.	Assoc Prof	Tenure Track	1
Lambert, Scott	PhD, Southern Ill Uni Carb.	Assist Prof	Tenure Track	2
Magagna, Tony	PhD, Univ of Calif, Davis	Assist Prof	Tenure Track	4
Matthews, Anne	PhD, Indiana U.	Assoc Prof	Tenured	10
O'Conner, Michael	PhD, U. of Missouri-Columbia	Assoc Prof	Tenured	17
Gilpin, Vicki	PhD, University of Phoenix	Adjunct	Adjunct	3

Millikin English majors have access to a wide array of teaching environments. The majority of our courses are taught in typical classrooms in Shilling Hall, where the department is housed. However, a rising number of our classes are being taught in technology-rich r oms and computer labs in locations like Staley Library and the ADM/Scovill Building. Also, for twelve years we have had access to the MAC Lab in the basement of Staley, a teaching space with seminar-style seating, a full multimedia teaching station, and computers for every student in the class, loaded with a full array of software. This space is available to students, through card-swipe access, on a 24-hour basis.

The number of students in the English Education degree has shown a tendency to fluctuate over the last ten years, so little trending data seems available to us (see Table 2).

Table 2: Total Counts of Majors, Fall 2003 to Fall 2013

	03	04	05	06	07	08	09	10	11	12	13
English Writing	39	50	42	47	32	31	26	25	25	29	28
English Education	**32**	**24**	**26**	**25**	**26**	**15**	**18**	**25**	**26**	**27**	**15**
English Literature	15	15	12	12	10	8	6	8	4	5	4*
Total Majors	86	89	80	84	68	54	50	58	55	61	57

* English literature major count does not include 3 majors who are also double-majoring in writing.

Class sizes for English Education students have been conducive to excellent faculty-student interaction. Writing classes in the department are capped at either 15 or 20 students. Our literature courses are capped at 25 with a few sections being taught with a larger enrollment of about 30 students. Courses specific to English Education majors are usually quite small. The sophomore level methods class, EN235, is capped at 20. Senior level methods courses, like EN425 and EN470 generally only have four to six students during any given year.

The Learning Story

The English Education program is developmental and consist of three major prongs, with a heavy emphasis on the combination of theory and practice. We strongly believe in a sense of "performance learning." Majors in this program take a full range of area content courses. These content course cover the core of literary studies and a range of courses in writing theory and practice, with a technology-writing component. Also, these students take major-specific methods courses within the department, along with additional literature requirements targeted toward future teaching content. Finally, each English Education major takes the full range of education courses required of secondary pre-professionals. In addition to this tripartite preparation, each Millikin student takes general education requirements that are both university-wide and assigned for students earning a BA in the College of Arts & Sciences. This approach lends itself to a well-rounded liberal education, preparing students to be adaptable lifetime critical thinkers and learners in a global environment. See the attached "Appendix: Advising Sheet for English Education Majors," for a full overview of complete course requirements for this major.

English Ed majors, along with all Millikin students, are introduced to academic writing in the Critical Writing, Reading and Research sequence during their freshman year. In the sophomore year, students are introduced formally to their chosen major in our specific secondary methods course, EN235. During the sophomore and junior years, our majors obtain their core literature and writing content courses in our department and through the education sequence courses outside the department. They also take courses in the Communication Department, enhancing their knowledge and skills of speaking and orality content and instruction. During the senior year, English Ed students take their capstone course in the major, EN470, Internship in the Teaching of Writing, a second advanced specific methods course, EN425, and they complete their educational experience with student teaching, typically in the spring semester of their senior year. English Education students actually complete a second capstone course, ED488, which incorporates a near-professional performance component into the degree program.

Generally, Learning Goal One is completed in many of our many literature core courses or survey courses. Learning Goal Two is accomplished partially through taking our EN310 Applied Writing Theory course, then applying the theory from that course to practice in our EN470 capstone course. Finally, Learning Goal Three is indicated through created teaching unit plans designed in courses like EN235 and EN425, executed during the student teaching experience, and analyzed and assessed in the ED488 course.

Advising is accomplished through regular meetings and communications with academic advisors and the use of carefully crafted rubrics that clearly indicate when English Education students should be taking each of their required courses and continuing to the next steps of their education programs. Students are required to keep updated electronic versions of these advising sheets and bring them to advising appointments.

Students gain a sense of learning community in the major by taking numerous courses together, almost as a cohort, in both their education courses and their English Education courses, especially in EN235, EN425 and EN470.

Assessment Methods

The English Education program has a long established record of assessment related to State of Illinois requirements for tracking education student candidates in their performance and learning goals.

Prior to this last year, through the use of a long-standing portfolio system, our students complete eleven "candidate assessments" (CAs), placed in their education portfolios and evaluated with scaled rubrics by Millikin faculty (see Appendix: Candidate Assessment Alignment to Standards). The Education Candidate Assessments include:
- CA1: Professional Growth Narrative
- CA2: Disposition Self-Assessment and Reflection
- CA3: Case Study on Student Learning
- CA4: Web Quest
- CA5: Classroom Management and Discipline Plan
- CA6: Evolving Philosophy of Teaching and Learning
- CA7: Instruction Plan for Inclusion
- CA8: Literacy in the Classroom
- CA9: Functional Behavioral Analysis
- CA10: Teacher Work Sample
- CA11: Student Teaching Analysis

These 11 assessments measure the full range of learning goals and standards from the Millikin Teaching Standards (MTS), the Core Language Arts Standards (CLA), and the Core Technology Standards (CTECH).

However, during the 2013-2014 academic year, Millikin has revised and piloted a new system of assessments in the School of Education, entitled Embedded Signature Assessments. Below, see a chart of these assessments, correlated to the course or courses they are assessed within.

EMBEDDED SIGNATURE ASSESSMENTS TO COURSE CORRELATION	
TITLE	**Course(s)**
ESA: Context of Learning	ED120 Introduction to Education (Early Childhood, Elementary Education, Secondary, Art and Physical Education
	ME251 Introduction to Music Education
ESA: Child Case Study	ED200 Human Development (Elementary Education)
	ED201 Human Development (Secondary Education and K-12 Specialists)
	ED232 Human Development (Early Childhood)
ESA: Functional Behavioral Analysis/Behavioral Intervention Plan	ED216 Instructional Strategies for Individuals with Learning Disabilities in K-12 Classroom (All students)

ESA: Classroom Management & Guidance Plan	ED310 Creating Communities of Learners (All students)
ESA: Philosophy of Teaching & Learning	ED310 Creating Communities of Learners (All students)
ESA: Cycle of Effective Teaching	ED312 Math Methods (Elementary Education)
	ED321 General Secondary Methods and Assessment (Secondary, Art, and Physical Education)
	ED332 Language Arts and Social Studies Methods (Early Childhood)
	ME341 Principles and Methods of Elementary Music Education (Music Education)
ESA: Comprehensive Literacy Plan	ED424 Teaching Literacy in the Content Area (Secondary Education and K-12 Specialists
	ED305 Literacy III: Teaching Methods in Reading (Elementary Education)
	ED435 Reading Methods in Early Childhood (Early Childhood)
ESA: The Teaching Portfolio	ED406 Multidisciplinary Instructional Design & Assessment (Elementary Education and Early Childhood)
	ED425 Instructional Analysis, Design & Assessment (Secondary Education and K-12 Specialists)
ESA: Entering the Profession	ED488 Education Senior Seminar (Early Childhood, Elementary, Secondary, Art, and Physical Education)
	ME 481 Instrumental and Vocal Education Senior Seminar (Music Education students)
All of the above Embedded Signature Assessments must be completed, submitted, and assessed in Live Text in order to become licensed in the State of Illinois.	

In addition, previous to last year, each English Education candidate is assessed with six Program Assessments (PAs), which measure the mastery of skills and knowledge specifically in the major. These include the following:

- English Education PA1: Secondary Language Arts Content Area Test Score
- English Education PA2: GPA in Major Courses
- English Education PA3: Language Arts Teaching Unit Plans
- English Education PA4: Student Teaching Evaluations by Cooperating Teacher and Supervising Professor [also CA11: Student Teaching Analysis]

- English Education PA5: Teacher Work Sample [also CA10: Teacher Work Sample]
- English Education PA6: Capstone Journal

Each of these major assessments are represented by an artifact placed in the student's electronic portfolio, each evaluated by English Department faculty with a scaled rubric assessment tool.

Revisions to Program Assessments in English

Due to state requirements, the English Department has been working to revise its Program Assessments, in order to better align them with specific NCATE/NCTE standard sets. Work on this was begun by Dr. Jeff Kirchoff during the 2013-14 academic year. It will continue under the supervision of Dr. Michael Cook and the English Education Major Committee during 2014-2015. What follows is a draft of our proposed revised set of Program Assessments.

Language Arts	PA#	Corresponding Course	Standards Met
State Licensure Exams	1	Collected in Banner	NCTE 1-12
Major GPA	2	Collected in Banner	NCTE 1-12
Unit Plan	3	EN 425	NCTE 3, 4, 6, 7, 8, 10, 12
Student Teaching Evaluation	4	ED 477 or 478	NCTE 3, 6, 7, 11
Teaching Portfolio	5	ED 425	NCTE 3, 4, 7 8, 12
Literary Genre Analysis	6	EN 232	NCTE 1-8, 12
Comprehensive Literacy Plan	7	EN 302	NCTE 11-12
Artifact TBD	8	EN 375	NCTE 9

Observation: Currently, only "State Licensure Exams" and "Major GPA" account for standard 9. Standard 9 asks students to "Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles." Historically, this has been addressed in EN 375, which will be a course taught by our new tenure-track hire Dr. Michael Cook. He has not yet ascertained which artifact will be collected to address this assessment.

English Education Learning Goals
Finally, in addition to the assessments above, the English Department has established clear overarching learning goals for its English Education majors. Each goal is assessed through a corresponding artifact placed in a student's portfolio. English Education Learning Goals (EELG):

- EELG1: students will have an advanced understanding of a variety of literary genres, including an understanding of literatures' historical, intellectual, and diverse cultural contexts.
- EELG2: students will apply a variety of writing theories, including classical and contemporary rhetoric, to the teaching of writing.
- EELG3: students will be familiar with best practices in the methods of teaching the English language arts and formulate their own teaching methodologies.

The previously collected artifacts for assessing each of these goals are listed below.

Student Performance Assessment Methods

After the Spring semester, English faculty on the English Education Major Committee will review the English Education electronic portfolios evaluating the quality of learning demonstrated for each learning goal, using the portfolio review rubric.

EE Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (including an understanding of literatures' historical, intellectual, and cultural contexts)
EE Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also PA6: Capstone Journal]
EE Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts through constructed unit plans

The department shall also gather data on the following scores to assist in overall programmatic review of success in achieving learning goals.

Additional Program Review Assessment Methods

Portfolio Artifact 4 [also PA1: State of Illinois Secondary Language Arts Content Area Test Score]
Portfolio Artifact 5 [also PA2: Student Cumulative GPA in English Major Courses at Millikin]

Assessment Data

Seven English Education students graduated during the 2013-2014 school year and all are assessed below in order to obtain this year's data points. Two of these students graduated in December of 2013, the others in May of 2014.

Table 4: 2013-2014 English Education Grads

May 2014 Grads	EE1	EE2/PA6	EE3/PA3	PA1	PA2
Student1	3			3	3
Student2	3	3		3	3
Student3	3	3		3	3
Student4	3	3		3	3
Student5		3		2	3
December 2013 Grads					
Student6	3	3		2	3
Student7	3	3		3	3

Raw Scores	EE1	EE2/PA6	EE3/PA3	PA1	PA2
Student1	11			283	3.453
Student2	12	14		268	3.651
Student3	12	11		286	3.935
Student4	12	14		274	3.934
Student5		14		249	3.294
December 2013 Grad					
Student6	10	11		248	2.979
Student7	10	14		290	3.838

Conversion Scales

EE1, literary genre/contextual analysis, RED 1 PT 0-3, YELLOW 2 PT 4-8, GREEN 3 PT 9-12

EE2/PA6, theory-practice of teaching writing, Capstone Journal, RED 1 PT 0-5, YELLOW 2 PT 6-10, GREEN 3 PT 11-15

EE3, methods of teaching lang arts, Teaching Unit Plans, RED 1 PT 0-3, YELLOW 2 PT 4-8, GREEN 3 PT 9-12

PA1, Ill State Content Area Exam, RED 1 PT 0-239, YELLOW 2 PT 240-260, GREEN 3PT 261-300

PA2, Millikin cum. major program gpa, RED 1 PT 0.00 to 2.6, YELLOW 2 PT 2.7 to 2.9, GREEN 3 PT 3.0 to 4.0

Analysis of Assessment Results

The major English education degree program indicators for our seven graduating students had no "red" category scores. There were two scores out of 26 were in the "yellow" category and 24 out of 26 scores in the "green" category.   Some data was missing from this year's assessments, particularly and more globally scores for EE3/PA6, as the Education Department transitions from old Teaching Unit Plan Assessments to the ESA: Teaching Portfolio.

Goal One – Green
EE Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (including an understanding of literatures' historical, intellectual, and cultural contexts)

Students assessed performed well on this item, scores were all in the green category. Overall, student continue to perform well with their literary essay artifacts.

Goal Two – Green
EE Portfolio Artifact 2: artifact demonstrating theory and practice of teaching writing [also PA6: Capstone Journal]

Students assessed performed very well on this item. They all scored a green on the assessment rubric, save one yellow. Raw scores ranging from 11 to 14 on the assessment rubric are in the Green zone. Inclusive data over time demonstrates that the department is doing quite well with this assessment point.

Goal Three – Green
EE Portfolio Artifact 3: artifact demonstrating methods of teaching English language arts through constructed unit plans

Again, in this transition year, this data was not scored for this assessment report. It will be replaced by the ESA: The Teaching Portfolio in the coming year.

Portfolio Artifact Four – Green
Portfolio Artifact 4 [PA1: State of Illinois Secondary Language Arts Content Area Test Score]

Two students were in the yellow zone, five were in the Green zone. This external state-wide indicator is useful in seeing how these scores compare directly with the internal data generated by our assessment measures. So far, external state score indicators match exactly with internal scoring indicators. This year, the same students demonstrating weaknesses in other areas, also were weaker on this external exam. However, we will continue to monitor this comparison in the years to follow.

Portfolio Artifact Five – Green
Portfolio Artifact 5 [PA2: Student Cumulative GPA in English Major Courses at Millikin]

This indicator has all seven students scoring in the Green zone.

Improvement Plans

According to our sets of data generated in the last eight years, we seem to be excelling in this program. As more data becomes available in the next few years, a clearer picture will emerge that will help with future improvement plans. In the future, we will continue to utilize the following broad indicators below.

Each effectiveness measure will receive a performance indicator using the following rubric:

- Green: an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action. Continuing support should be provided.

- Yellow: not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed an appropriate adjustments taken to reach an acceptable level or desired rate of improvement.

- Red: our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area.

- Blank: insufficient information available (or governance decision pending)

As more data is collected and trends become apparent, we shall close the loop of assessment by refining the curriculum and teaching methodology in the major to assist students in achieving success in mastering these designated program learning goals.

Annual assessment reports for the English education major and future "trend" reports will continue to be shared with the entire English Department on a yearly basis. An English Education major subcommittee will examine these reports and results each year in detail and bring recommendations to the entire department if trends indicate that improvements are required for program improvement.

Program Changes/Program Challenges

Again, the English Department has been working to revise its Program Assessments, in order to better align them with specific NCATE/NCTE standard sets. Work on this was begun by Dr. Jeff Kirchoff during the 2013-14 academic year. It will continue under the supervision of Dr. Michael Cook and the English Education Major Committee during 2014-2015. What follows is a draft of our proposed revised set of Program Assessments.

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Comprehensive Literacy Plan	7	EN 302	NCTE 11-12
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Observation: Currently, only "State Licensure Exams" and "Major GPA" account for standard NCTE 9. Standard 9 asks students to "Develop an understanding of and respect for diversity in

language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles." Historically, this has been addressed in EN 375, which will be a course taught by our new tenure-track hire Dr. Michael Cook. He has not yet ascertained which artifact will be collected to address this assessment. We hope to update this information in next year's assessment report.

Rubrics Used to Compile this Year's Assessment Report

PA One – Major Assessment One Rubric
Score on Illinois State Content Area Exam
English Education, Millikin University

Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Score on the content area exam for secondary English Language Arts is unacceptable and below passing.

Cumulative Score 0 -239. | Score on the content area exam for secondary English Language Arts is passing

Cumulative Score 240-260. | Score on the content area exam for secondary English Language Arts is passing and acceptable for future educator.

Cumulative score 261 – 300. | |

PA Two – Major Assessment Two Rubric
Cumulative Grade Point Average for all Major Courses
English Education, Millikin University

Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Major GPA is between 0.00 and 2.6	Major GPA is between 2.7 and 2.9	Major GPA is between 3.0 and 4.0	
GPA for secondary English Language Arts professional is unacceptable, indicative of lack of success in content-area coursework.	GPA for secondary English Language Arts professional is just acceptable, indicative of some success in content-area coursework.	GPA for secondary English Language Arts professional is acceptable, and indicative of clear success in content-area coursework.	

EE One – Genre Literature Essay Assignment Rubric
English Education, Millikin University
Student: x
Assignment: x
Class, Semester, Professor: x

	RED (0 or 1 point)	YELLOW (2 points)	GREEN (3 points)	Score
A: Selection of the Genre Aspects and their Treatment	0-1 Little attempt to define the genre aspects chosen; the treatment of ideas is generally inappropriate to the assignment; the genre aspects chosen are generally not appropriate to the assignment; the genre aspects chosen have little focus; the treatment of ideas is generally not relevant to the genre aspects chosen or the assignment consists mainly of paraphrase or summary.	2 The genre aspects are defined and followed by a generally appropriate treatment of ideas; the genre aspects chosen are appropriate to the assignment; the genre aspects chosen have a specific and generally relevant focus; the treatment of ideas is relevant to the genre aspects chosen, and includes a personal response to the work(s).	3 Clearly defined genre aspects followed by a highly appropriate treatment of ideas; the genre aspects chosen are highly appropriate to the assignment; the genre aspects chosen have a specific and relevant focus	
B: Knowledge and Understanding of Work or Works, Diversity/Cultural Aspects	0-1 Little understanding of the work(s) studied; knowledge but little understanding of the aspects of the work(s) most relevant to the assignment; a few links between works, where appropriate; little appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	2 Adequate understanding of the work(s) studied; knowledge and satisfactory understanding of the aspects of the work(s) most relevant to the assignment; meaningful linking of works, where appropriate; appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	3 Excellent understanding of the work(s) studied; in-depth knowledge of, and very good insight into, the aspects of the work(s) most relevant to the assignment; meaningful and perceptive linking of works, where appropriate; excellent appreciation of the diverse/cultural aspects relevant to the assignment, where appropriate.	
C. Structure and Development of Essay	0-1 The formal structure and/or development of ideas are generally not effective; little evidence of a structure to the assignment selected; a few references to the work(s), but they are generally not pertinent to the assignment; where appropriate, the statement of intent provides few details about the aims of the assignment.	2 The formal structure and/or development of ideas are effective; adequate structure to the assignment; references are generally to the point; where appropriate, the presentation of aims in the statement of intent is generally clear and includes some details; the writer has remained within the prescribed word-limit.	3 The formal structure and/or development of ideas are highly effective; purposeful and effective structure to the assignment; precise and highly pertinent references to the work(s); where appropriate, the statement of intent is clear, detailed and highly relevant; the candidate has remained within the prescribed word-limit.	
D. Language	0-1 Little use of appropriate language; generally inappropriate audience recognition for language choices made; frequent lapses in the conventions of college-level writing.	2 Adequate use of appropriate language; appropriate audience recognition for language choices made; the conventions of college-level writing are generally followed; consistency and some clarity of expression.	3 Excellent use of appropriate language; the audience recognition choices in language effective and appropriate; careful attention is given to the conventions of college-level writing; clarity, consistency and fluency of style.	
Total Score (0 to 12)				Total:

Indicator for this individual:

RED, 0 to 3 pts   YELLOW, 4 to 8 pts   GREEN, 9 to 12 pts.

EE Two/PA Six – Major Assessment Six Rubric
Culminating Journal for Teaching Writing Internship
English Education, Millikin University

Element	Red - 1 points	Yellow - 2 points	Green - 3 points	Score Earned
Interactions with Cooperating Professor and Record/Analysis of Methods	Journal shows few instances of interaction with professor, with little evidence of analysis of professor's methods utilized in the course.	Journal shows some instances of interaction with professor, with some evidence of analysis of professor's methods utilized in the course.	Journal entries show clear record of interpersonal interaction with professor, providing evidence of a record and an analysis of the professor's chosen teaching methods utilized for the course.	
Writing Theory and Practice Observations	Journal entries show little or no indication of knowledge and understanding of classical/contemporary writing theory and little or no reflection of how theory works in actual practice.	Journal entries show some indication of knowledge and understanding of classical/contemporary writing theory and some reflection of how theory works in actual practice.	Journal entries show clear indication of knowledge and understanding of classical/contemporary writing theory and clear reflection of how theory works in actual practice.	
Practices and Methods of Diverse Set of Professors/Teachers	Journal entries show little to no evidence of recording diverse "best practices" from a few writing professors/teachers.	Journal entries show some evidence of recording diverse "best practices" from a range of writing professors/teachers.	Journal entries show clear evidence of recording diverse "best practices" from a wide range of writing professors/teachers.	
Reflection	Journal entries show little to no indication of reflection on the methods and practices recorded and discussed.	Journal entries show some indication of reflection on the methods and practices recorded and discussed.	Journal entries show a clear indication of extensive reflection on the methods and practices recorded and discussed.	
Development	Journal lacks enough development to discuss most of the elements above (generally below 10,000 words).	Journal is developed enough to display some engagement with all elements above (generally 10,000 – 14,000 words).	Journal is clearly developed so as to display a full semester of engagement with all elements above (generally above 14,000 words).	
Total Score (0 – 15)				

RED 0-5 Pts,   YELLOW 6-10 Pts,   GREEN 11-15 Pts

EE3-English Language Arts Unit Plan Assessment Rubric

Criteria	Level 1 (0-1 pt)	Level 2 (2 pts)	Level 3 (3 points)	Score
Unit at a Glance (unit objectives – focus and learning goals, unit framework – logical sequence, objectives, materials, structuring, orchestrated activities, assessment strategies, resources)	Unit objectives are stated with no reference to overall focus and/or learning goals. Sequencing of lessons in unit framework does not appear to follow a logical order. Few or poor materials choices. Little structure or orchestration. Assessment strategies are inappropriate for the lessons and/or grade level. No reference is made to resources.	Unit objectives are stated with reference to essential questions and/or learning goals. Unit framework follows a logical sequence of lessons. Most elements of unit present and labeled. Assessment strategies are appropriate for the lessons and grade level. Some references are made to resources for students and teachers but are not very relevant.	Unit objectives are clearly stated, linked to essential questions and/or learning goals and demonstrates an understanding of the developmental stage of the students. Unit framework follows a logical and coherent sequence of lessons that scaffolds students' understanding of the concepts taught. Clear unit divisions: introduction, objectives, materials, structure, and orchestrated activities. A variety of assessment and evaluation strategies are included that are appropriate for the lessons and grade level. All resources and references are relevant, included in the plan and/or cited.	
Lesson Plans (statement of objectives/expectations, content demonstrates professional and pedagogical knowledge, clear and logical chronology, effective and purposeful use of strategies/methodologies, evidence of lessons' focus, resources)	Lessons not linked to specific objectives or expectations. Little professional or pedagogical knowledge is evident. Lesson chronology is unclear, timing and pacing are inefficient. Most lessons based on a single teaching strategy. Lesson focus is unclear.	Lessons linked to specific objectives or expectations. Professional and pedagogical knowledge is evident. Lesson chronology is apparent, timing and pacing are efficient. A variety of teaching strategies is evident and the lesson focus is clear.	Lessons are strongly linked to specific objectives and expectations. Professional and pedagogical knowledge is unmistakably present. Lessons follow a logical chronology, are well-planned and creative. Timing and pacing are excellent and allow for differences in students' abilities. A wide variety of teaching strategies is evident and demonstrates an excellent use of resources. The lesson has more than one focus which is clear and well-suited for the lesson.	
Assessment/Evaluation (reflects the goals of the unit, evidence of diagnostic, formative, and summative strategies, measures performance in focus areas)	Assessment strategies do not reflect the goals of the unit plan. There is no evidence of formal or informal strategies throughout the lessons. All assessment strategies address only one focus area.	Assessment strategies reflect some of the goals for the unit plan. There is little evidence of formal and/or informal assessment strategies throughout the lessons. Assessment strategies address two different focus areas.	A variety of assessment strategies are employed that reflect the goals of the unit plan. There is a variety of formal and informal assessment strategies throughout the five lessons. A variety of assessment strategies address two or more of the different focus areas.	
Overall (organization, grammar, neat and easy to follow, timing and pacing, use of most of the different language arts activities)	The assignment is not well organized and is difficult to follow. Numerous grammatical errors are present in the writing. Few different language arts activities used. Timing and pacing of individual lessons is inappropriate for the students, subject matter or goals of the unit.	The assignment is organized and is somewhat easy to follow. There are few grammatical errors present in the writing. Many language arts utilized. Timing and pacing of lessons is somewhat appropriate for the students, subject matter and for the goals of the unit.	The assignment is very well organized, clearly labeled, and is easy to follow. The unit is neatly presented and is well-written, using correct grammar, is neat and well orchestrated. Unit uses full range of language arts: reading, writing, speaking-drama, vocabulary, grammar-usage, critical thinking. Any materials, ideas or concept adapted or utilized are clearly cited in a references section.	
Total Score (between 0 and 12)				

1-RED, 0 to 4 pts   2-YELLOW, 5-8 pts   3-GREEN, 9-12 pts

Department of English
Advising Checklist for English Education Majors (changes in yellow)

NAME: **YEAR ENROLLED:**

ADVISOR: **CAREER INTEREST:**

To successfully graduate from Millikin University, a student must complete 124 credit hours, distributed among University Requirements, College requirements, and Major requirements. Of these 124 credits, 39 must be in courses numbered 300 or above.

University Requirements for MPSL

Course	Credits	Recommended for	Course/Semester Taken
University Seminar	3	Year 1, Semester 1	
Critical Reading & Writing I (C or better required)	3	Year 1, Semester 1	
Critical Reading & Writing II (C or better required)	3	Year 1, Semester 2	
CO200 Oral Communication	3	Years 1-2	
IN250 US Studies (HI203 or HI204)	3	Year 2	
IN251 US Studies	3	Year 2	
IN350 Global Studies	3	Year 3	
Quantitative Reasoning (C or better req) (any MA except 100 or 106 counts)	3	Years 1-4	
ICS 1* (see language proficiency)	3-4	Years 1-3	
ICS 2*	3-4	Years 1-3	
Fine Arts	3	Years 1-3	
Natural Science w/ lab	4	Years 1-3	
TOTAL	**37-39**		

* As an Arts & Science BA student, this requirement will typically be met by taking 2 semesters of a modern language. There are exceptions; consult with your advisor to determine if you are one of them.

Arts and Science Distribution and BA Language Proficiency Requirements

Literature (any EN lit class)	3	Years 1-4	any literature
Historical Studies (HI203/204 class)	3	Years 1-3	
Modern Language 103**	4	Years 1-4	
Modern Language 114	4		
Modern Language 223	4		
TOTAL	**9-18**		

** Students are placed at the appropriate level of language based on amount of previous work and grades received in secondary school. Proficiency required. Note that the University ICS requirement specifies 6-8 credits. Students placed at the language 223 level will still need to take another ICS course for the MPSL.

Upper Division Hours

List courses numbered 300 or above. Graduates must have 39 upper division hours for graduation.

Requirements for a Major in English Education:

All English Education majors take 18 hours in literary traditions and an additional 13 hours of required English Education courses, including a 3 hour senior capstone internship in teaching writing. English Education majors are required to take 6 hours of advanced writing courses and 3 hours in publishing technology. In addition, they take 6 additional hours of communication courses. To prepare for professional success as a teacher, English Education majors complete 32 hours of education courses. Grade of C or better is required for all courses listed below.

1 Credit, Introduction to the Major

Requirement	Course #	Course title	Credit	Semester taken
Intro to the Major	EN105	Introduction to English Studies	1	

Traditions Courses: Required of all English Majors

Requirement	Course #	Course title	Credit	Semester taken
History of the English Language	EN375	The English Language - fall	3	
Shakespeare	EN325	Studies in Shakespeare	3	
British Literature	EN321 or EN322	Major English Authors I or II	3	
International Literature	EN335	International Literature	3	
American to 1900 usually EN231	EN231	American Lit through Twain – fall only	3	
Literature after 1900	EN222	Adolescent Literature	3	

Advanced Studies in English Education Courses & Senior Capstone

Requirement	Course #	Course title	Credit	Semester taken
Modern American Lit	EN232	American Literature after 1900 – spr only	3	
Specific methods	EN235	Methods of Teaching Language Arts – fall only	3	
Writing Theory	EN310	Applying Writing Theory – spring only	3	
Adv. specific methods	EN425	Advanced Methods Teaching Lang Arts – fall only	1	
Teaching Writing Intern – senior capstone	EN470	Teaching Writing Internship [capstone] – fall only	3	

Advanced Writing & Publishing Courses

Requirement	Course #	Course title	Credit	Semester taken
writing course 1	EN202	Writing About Literature	3	
writing course 2	EN302	Methods Teaching Literacy in Content	3	
publishing course	EN305	Web Publishing	3	

6 Hours of Communication Courses

Requirement	Course #	Course title	Credit	Semester taken
Communication	CO200	Public Speaking	3	
Communication	CO310	Small Group Comm.	3	

33 Hours of Education Courses

Requirement	Course #	Course title	Credit	Semester taken
history of education	ED120 & lab	Introduction to American Education	4	
internships	ED170 or ED172	Education Internships	1	
development	ED201	Human Development 6-12 & K-12	3	
special/gifted ed	ED220	Exceptional Child (OK to take as Frosh)	3	
educational psych	**ED310**	**Creating Community Learners**	**3**	
general methods	**ED321**	**General Secondary Teaching Methods**	**3**	
literacy	ED424	Literacy in Content Areas	1	
standards	ED425	Instructional Analysis & Design	1	
student teaching	ED477-478	Supervised Student Teaching	12	
ed capstone	ED488	Senior Seminar	3	

Bold above: **Junior block courses taken simultaneously, Spring ONLY T/R 8 AM to Noon**

Optional Special Education Endorsement: 18 hours

Requirement	Course #	Course title	Credit	Semester taken
Freshman	ED215	Learning Differences in Individuals with Mild to Moderate Edu Learning Needs	3	
Sophomore (Block): Fall only	ED216	Instructional Strategies for Individuals with Learning Disabilities	3	
Sophomore: Spring only	ED220	Introduction to Educating Individuals with Diverse Abilities	3	
Junior: Fall only	ED301	Access to the General Curriculum and IEPs	3	
Junior: Spring only	ED 408	Diagnosis & Assessment of Learners with Exceptional Learning Needs	3	
Senior: Fall only	ED479	Supervised Clinical Experience in Special Education	3	

Optional English as a Second Language (ESL) Endorsement: 18 hours

Requirement	Course #	Course title	Credit	Semester taken
Sophomore: Fall only	ED209	Foundations of Bilingual Education	3	
Sophomore: Spring only	ED238	Child Language Development & Linguistics	3	
Junior: Fall only	ED325	Assessment of English Language Learners	3	
Junior (Block): Spring only	ED304	Methods and Materials for the ESL Classroom	3	
Senior: Fall only	ED401	Integrating Culture in the Classroom	3	
Elective of your choice related to *CULTURE*			3	

_____ Current Total Credits. Must have 124 credits to graduate.

Sample eight semester schedule for English Education major (updated Spring 2013)
Your schedule may vary substantially
(•) bullet = sequenced required courses *to be offered and taken only* in that semester
(**) stars = courses typically offered every other year – plan carefully for these and take during your sophomore or junior years

Fall – Semester One (18)	Spring – Semester Two (17)
• EN105 Introduction to MU English, 1 • IN140 University Seminar, 3 • IN150 Critical Writing, 3 Quantitative Reasoning, 3 ICS, Modern language, 4 • ED120, Intro to Education/ED 170 Internship, 4	CO200, Public Speaking, 3 • IN151 Critical Writing, 3 Natural Science with a LAB, 4 ICS, Modern language, 4 ED201 Human Development, 3
Fall – Semester Three (16)	**Spring – Semester Four (15)**
• EN231 American Lit to Twain, 3 • EN235 Methods, 3 ** • EN202 Writing About Literature, 3 • ED216 Instructional Strategies for Individuals with Learning Disabilities, 3 BA MOD LANG. PROFICIENCY,4	EN222 Adolescent Literature, 3 • EN232 AM Literature after 1900, 3 IN250 US Cultural Studies (HI203), 3 IN251 US Structural Studies, 3 Fine Arts, 3
Fall – Semester Five (15)	**Spring – Semester Six (15)**
IN350 Global Studies, 3 CO310 Small Group Communication, 3 • EN375 The English Language, 3 ** • EN305 Web Publishing, 3 EN302 Methods for Teaching Literacy in the Content Area Classroom, 3	• EN310 Applying Writing Theory, 3 • EN322 Major English Authors II, 3 EN325 Shakespeare, 3 • **ED310 CREATE COMMUN LEARNERS, 3** • **ED321 GEN SECONDARY METHODS, 3** - **bold** above are Junior block courses
Fall – Semester Seven (8 PLUS ELECTIVES)	**Spring – Semester Eight (15)**
EN335, International Literature, 3 • EN425 Advanced Methods Language Arts, 1 • EN470 Teaching Writing Internship, 3 • ED425 Instructional Analysis, 1 XXXXX, ELECTIVE XXXXX, ELECTIVE (for EN470 - must schedule for an IN150 class)	ED477 Supervised Student Teaching, 12 ED488 Senior Seminar, 3

NOTE: This sample 8-semester plan includes 119 credits (124 are required to graduate). Sample does not take into account prerequisites building up to quantitative reasoning.

English Education advising and coordination issues:
The IN250 requirement and the CAS Historical Studies requirement are double-dipped and fulfilled by taking one of these two US History courses: HI203 or HI204.
English Education students should not take EN120 nor EN220 courses.

English Education students are required to earn a C or better in Quantitative Reasoning, IN150, IN151, and all EN (English) and ED (Education) courses required for the English Education major.

English Education students must maintain a minimal 2.7 cum GPA for all courses and a minimal 2.7 cum GPA in all English courses in order to remain in the Teacher Education Program.

English Education students must fulfill all the requirements for the Teacher Education Program