

Assessment of Teacher Candidate Learning – English (9-12)

A. DESE Certification Requirements	Required Course(s)	Outcomes Measure(s)	When Measured	Who Collects and Analyzes	Analysis and Continuous Improvement Plan
Composition and Rhetoric, including a course in the teaching of writing – at least 12 hours	ENG 104 + ENG 108 OR ENG 112+ ENG 301+ ENG 364+ ENG 365	Courses meet subject matter certification requirements as per DESE Certification web site	Prior to Each Semester	Program Writer/Course Instructors	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s composition and rhetoric course requirements. They did. Note: ENG 365 Teaching Writing in Middle and Secondary Schools is the DESE-required course in the “teaching of writing.” ENG 365 is also an English methods course. Students complete it as their methods course during Western’s Phase II Developing Theoretical Knowledge.
Study of the English Language (must include modern grammar, history of the language, and or dialects – at least 5 hours:	ENG 232+ ENG 467 OR ENG 473	Courses meet certification requirements	Prior to Each Semester	Program Writer/Course Instructors	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s English language course requirements. They did.
American Literature (must include at least one major unit or module in literature for adolescents and one unit in literature of ethnic groups) – at least five hours	ENG 400 + ENG 354 OR ENG 355 OR ENG 356 OR ENG 357 + ENG 320 OR ENG 321 OR ENG 323 OR ENG 324	Courses meet certification requirements	Prior to Each Semester	Program Writer/Course Instructors	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s American literature course requirements. They did. ENG 400 Literature for Adolescents fulfills the “module in literature for adolescents” requirement, and ENG 354, 355, 356, and 357 fulfill the “one unit in literature of ethnic groups” requirement.

English and/or World Literature – at least five hours	ENG 220+ ENG 341+ ENG 352+ OR ENG 353	Courses meet certification requirements	Prior to Each Semester	Program Writer/Course Instructors	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s English and/or world literature course requirements. They did.
English electives – at least three hours	ENG 340+ ENG 330 or ENG 331 or ENG 333 or ENG 334 + ENG 410 or ENG 430 or ENG 460 or ENG 480 + ENG 466	Courses meet certification requirements	Prior to Each Semester	Program Writer/Course Instructors	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s English elective course requirements. They did.
English methods course – at least two hours.	ENG 465 ENG 465	Courses meet certification requirements	Prior to Each Semester	Program Writer/Methods Instructor(s)	Syllabi for courses offered were posted online and reviewed fall and spring semesters to insure that they fulfilled DESE’s English methods course requirement. They did.
B. Methods Course Components	Course(s)	Outcomes Measure(s)	When Measured	Who Collects and Analyzes	Analysis and Continuous Improvement
English Teaching: Methods and Materials	ENG 365				
Syllabus		Aligned with Conceptual Framework (refer to CF	Prior to Delivery	Program Writer/Methods	Students complete this course during

		Assessments on the ELT Web Site or to the entire Handbook)		Instructor(s)	Phase II “Developing Theoretical Knowledge” of the four-phase Conceptual Framework.
Critical Learning Piece		Aligned with Conceptual Framework, Certification and SPA Requirements	Prior to Delivery	Program Writer/Methods Instructor(s)	Yes – Students compile a CD portfolio of mini-lessons, writing project lesson series, critical reflection journal entries, I-search paper, and reflection journal.
Scoring Guide		Aligned with Unit Scoring Requirements (A, P, B, L)	Prior to Delivery	Program Writer/Methods Instructor(s)	Analytical scoring guide uses four-scale criteria similar to Unit scoring requirements of A, P, B, L.
Student Work Samples		Pre-test, Post-test, Scoring guide, and Analysis	End of Semester	Program Writer/Methods Instructor(s)	Pre-test is not applicable in that the Critical Learning Piece is a portfolio. CDs of students’ end-of-term portfolios are available from the course instructor.
Analysis and Responses		Analysis of Results, Trends, and Plans for Improvement (to include course changes and any proposed program changes)	End of Semester	Program Writer/Methods Instructor(s)	Course is a spring offering. Results for 2009 are pending. No course changes are expected.
Portfolio Component(s)		Verification of Work Uploaded to Candidate’s Electronic Portfolio	During and By End of the Semester	Program Writer/Methods Instructor(s)	Not completed: spring 2009 offering. Scores for spring 2008 students critical learning piece have been uploaded into the EPS system.
Practicum in the Teaching of Writing	ENG 465				
Syllabus		Aligned with Conceptual Framework	Prior to Delivery	Program Writer/Methods Instructor(s)	No. Students complete this course during Phase III “Investigation” of the four-phase Conceptual Framework.
Critical Learning Piece		Aligned with Certification and SPA Requirements	Prior to Delivery	Program Writer/Methods Instructor(s)	Yes – Students compile another CD portfolio: cover letter, resume, teaching practice pieces, reflective practice pieces, and knowledge base pieces. They must include pieces from their ENG 365 portfolio and have the option of including pieces from their EDU courses, including their junior

					experience units.
Scoring Guide		Aligned with Unit Scoring Requirements (A, P, B, L)	Prior to Delivery	Program Writer/Methods Instructor(s)	Analytical scoring guide uses four-scale criteria similar to Unit scoring requirements of A, P, B, L.
Student Work Samples		Pre-test, Post-test, Scoring guide, and Analysis	End of Semester	Program Writer/Methods Instructor(s)	Pre-test is not applicable in that the Critical Learning Piece is a portfolio. CDs of students' end-of-term portfolios are available from the course instructor.
Analysis and Responses		Analysis of Results, Trends, and Plans for Improvement (to include course changes and any proposed program changes)	End of Semester	Program Writer/Methods Instructor(s)	Course is a fall offering. When offered again in fall 2009, I plan to reduce the number of required items in the portfolio for this two-credit course, to allow more time for discussion and reflection of critical issues related to teaching English.
Portfolio Component(s)		Verification of Work Uploaded to Candidate's Electronic Portfolio	During and By End of the Semester	Program Writer/Methods Instructor(s)	NO. There is no data entry spot in the EPS system to upload this information for our Phase III Methods course.

C. EPS Candidate Performance Data	Category	Outcomes Measure(s)	When Measured	Who Collects and Analyzes	Analysis and Continuous Improvement
Names of Candidates Accepted into Education and Actively Enrolled	Current Candidates 2008-09 AY	Program Accountability	Second Semester	Program Writer Pulls Report from EPS and Check for Accuracy	No program reports are available as of 4/15/09 for review in EPS. In order to determine all the currently enrolled English candidates accepted into Education, the Registrar ran a roster of currently enrolled BSE English majors (must be admitted to the education program to be a BSE English major). One of the 13-currently enrolled BSE English candidates was not in the EPS system Two were in the EPS system but not identified as English, grades 9-12, candidates. On 4/16/2009, Rick

					Brown, IMC programmer, added the 13 th candidate and ran four excel reports: ACT, GPA, CBASE, PRAXIS for the currently enrolled BSE English majors.
ACT	Current Candidates 2008-09 AY	ACT Scores and Sub-scores	End of Semester	Program Writer Pulls Report from EPS Drop-down on Reports Tab	Mean ACT scores composite of candidates = 23.5; Mean subscores in Reading and English of 26.9 and 25, respectively are considerably higher than mean subscores in math and science of 22.16 and 22.33, respectively.
ACT - Longitudinal Data	Candidates 2008-15	ACT Trends – NCATE Std 1	End of Semester	Assessment Coordinator Collects; Program Writer Analyzes	Longitudinal data NA
GPA	Current Candidates 2008-09 AY	GPA Scores		Program Writer Pulls Report from EPS Drop-down on Reports Tab	Mean GPA for candidates = 3.2 *One candidate is a college graduate with a GPA of 2.05; all others are 2.75 and above; highest is 3.79.
GPA Longitudinal Data	Candidates 2008-15	GPA Trends – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Longitudinal data NA
C-Base	Current Candidates 2008-09 AY	C-Base Scores and Sub-scores		Program Writer Pulls Report from EPS Drop-down on Reports Tab	All candidates passed the C-Base; Mean scores in all areas are all above 265 or the 66%tile: 329 = English; 315 = Writing; 320 = Science; 308 = Math; 313 = Social Science; 317 = Composite
C-Base Longitudinal Data	Candidates 2008-15	C-Base Across Time – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Longitudinal data NA
Praxis II	Current Candidates 2008-09 AY	Praxis II Scores and Sub-scores		Program Writer Pulls Report from EPS Drop-down on Reports Tab	Six currently-enrolled BSE English candidates have completed the Praxis examination. One student took the exam three times, passing each time. Mean score is 181.25; scores ranged

					from 168 to 199. Sub scores were not reported out.
Praxis II Longitudinal Data	Candidates 2008-15	Praxis II Trends – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Longitudinal data NA
Field Placements	NCATE Std 3			Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
Graduate Surveys	NCATE Std 1			Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
Employer Surveys	NCATE Std 1			Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
D. Conceptual Framework Areas of Assessment	Category	Outcomes Measure(s)	When Measured	Who Collects and Analyzes	Analysis and Continuous Improvement
12 Teacher Education Standards in Field Experiences	INTASC/MoSTEP Standards	CF Assessment Category – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
4 Domains of Dispositions	Dispositions – NCATE CF	CF Assessment Category – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
Professional Behaviors	Behaviors	CF Assessment Category – NCATE Std 1		Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information.
Commitment to Diversity	Diversity – NCATE Std 4	Dispositions Essay and Diversity Experience Grades	End of Second Semester	Assessment Coordinator Collects; Program	Assessment Coordinator has not provided me with this information.

				Writer Analyzes	
Integration of Technology	Technology			Assessment Coordinator Collects; Program Writer Analyzes	Assessment Coordinator has not provided me with this information to analyze. I could attest to BSE English majors' integration of technology throughout their majors and English majors courses – extensive use in a variety of formats so that they leave prepared to meet the ever-evolving changing ways technology is used in teaching.
D. Digital Measures Faculty Data (Chair and Methods Instructor(s))	Category	Outcomes Measure(s)	When Measured	Who Collects and Analyzes	Analysis and Continuous Improvement
Jane Frick	Faculty – NCATE Std 5	PHD Curriculum and Instruction – University of Kansas City, MO	End of Year	Department Chair	As I am not the department chair, I assume I don't respond here as the program writer.
	Faculty – NCATE Std 5	English	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Professor	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Lifetime Missouri, English, grades 9 -12.	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Three years public teaching – Cheyenne, Wyoming	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Teaching: At Missouri Western – ENG 365, ENG 465, EDU/ENG 512, ENG/ETC/EPR 316	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Scholarship/Creative Activity: Publishing a monograph, presented	End of Year	Department Chair	RESPOND HERE

		three papers at academic conferences, wrote two funded grant applications, served as NWP grant reviewer, etc.			
	Faculty – NCATE Std 5	Service: Co-chaired MWSU Fall English dinner; as Prairie Lands Writing Project Director coordinated 59 separate meetings, institutes, and graduate courses for area teachers and youth; National leadership team member NWP's State and Regional Networks, etc.; Coordinated state-wide MO Region for the national Scholastic Writing Awards.	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Professional Affiliations: NCTE, MATE, NWP,	End of Year	Department Chair	RESPOND HERE
	Faculty – NCATE Std 5	Awards: None	End of Year	Department Chair	RESPOND HERE