

Program Assessment Plan

Department Name: English
Major: MA ENGLISH EDUCATION

Student Learning Goals:

1.	Read, interpret, and explicate literary texts and take into consideration their historical, social, and cultural contexts.
2.	Plan and teach reading and literature effectively to secondary school students.
3.	Write proficiently and understand the nature of the composing process.
4.	Plan and teach writing (composition in print and non-print media) to secondary school students.
5.	Understand fundamental principles of linguistics.
6.	Plan and teach secondary language lessons consistent with the principles of linguistics to secondary school students.
7.	Understand the process and stages of growth in language use and critical thinking and recognize levels and signs of growth.
8.	Plan and use multiple instructional strategies.
9.	Effectively sequence and integrate the teaching of reading, writing, speaking, listening, viewing, and language study.
10.	Construct and use a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

Assessment Plan:

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Praxis II exam scores (test of English content knowledge)	1, 3, 5	Admission to student teaching requires passing score (minimum 158). The Office of Teacher Education will collect sub-scores from students applying to student teach and report those as well as students' holistic scores annually to the Director of English Education. If scores indicate that changes are needed in content instruction, the Director will bring concerns and suggestions to the English department faculty.
Unit plans created in ENGL 580 for teaching a unit of instruction of literature, writing, and language	2, 4, 6, 7, 8, 9, 10	Student performance on this large-scale synthesizing project not only documents how well students are able to meet professional standards but also signals to faculty any areas of English teaching preparation in need of more attention and instruction. Course instructor reviews units by the end of each semester; results discussed in English Education program review meeting at least twice per semester and communicated with other faculty when appropriate.

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Mentor teacher evaluations of student intern & student teachers	2, 4, 6, 7, 8, 9, 10	Used to evaluate individual student and program strengths and areas in need of improvement. Results of mentor teacher evaluations in English, administered by the Office of Teacher Education, will be given to English Educators in February and September following student teaching semesters. Results will be discussed in English Education program review meetings at least twice per semester. English Educators may also interview teachers or students, and the Director of English Education will bring recommended changes to the Office of Teacher Education.
Student teachers' final evaluations of their preparation, including content knowledge, pedagogy, technology, field experiences, and quality of supervision	2, 4, 6, 7, 8, 9, 10	Used to evaluate program strengths and areas in need of improvement. Results of student teacher evaluations in English, administered by the Office of Teacher Education, will be given to English Educators in February and September following student teaching semesters. Results will be discussed in English Education program review meetings at least twice per semester. English Educators may also interview teachers or students. The Director of English Education will bring recommended changes to the Office of Teacher Education.
Surveys of program graduates in their third year of teaching	1-10	To identify areas of program strength and need for program improvement from our students with a perspective of some teaching experience. Administered by the Office of Teacher Education, the surveys begin in spring 2006. Results will be discussed in English Education program review meetings at least twice per semester, and the Director of English Education will pursue needed program modifications or changes.
Employer satisfaction surveys of our program's alumni	1-10	Responses from school principals to be surveyed by the Office of Teacher Education after our students' first year of teaching will be used to identify program strengths and areas in need of improvement from the employer's perspective. Results to be sent to the Director of English Education each November. Results will be discussed in English Education program review meetings at least twice per semester, and the Director of English Education will pursue needed program modifications or changes. In addition to overall program evaluation, these results may initiate further faculty work with individual alumni or school administrators.

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Comprehensive examination, project, or thesis	1-8	Performance of the culminating activity demonstrates not only graduate students' synthesis of English teaching theory and practice but also identifies areas of program strength and areas in need of improvement. Trends will be considered by English Education faculty in program meetings at least twice per semester. Director of English Education will pursue needed program modifications or changes.

Updated: April 15, 2008