

Goals and Mission of the English Education Major

Millikin'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. As

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. 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 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 years. 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 through taking our EN310 Applied Writing Theory course, then applying the p,T1 0 (3ETle9nm24 23v c)4hear. En-4(a)-5(c)4(ti)-3(c)4or in(rniEN47)4(0

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. 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).

In addition, each English Education candidate is assessed with six Major Assessments (MAs), which measure the mastery of skills and knowledge specifically in the major. These include the following:

- English Education MA1: Secondary Language Arts Content Area Test Score
- English Education MA2: GPA in Major Courses
- English Education MA3: Language Arts Teaching Unit Plans
- English Education MA4: Student Teaching Evaluations by Cooperating Teacher and Supervising Professor [also CA11: Student Teaching Analysis]
- English Education MA5: Teacher Work Sample [also CA10: Teacher Work Sample]
- English Education MA6: Capstone Journal

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

The combination of these candidate assessments and major assessments will hopefully lead to Millikin's acceptance as an NCATE school for this degree program, giving our program national standards accreditation.

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

Assessment Data

Four English Education students graduated during the 2006-2007 school year and each was

All students assessed performed well on this item. Two made a raw score of 12 out of 12 and two made raw scores of 12 and 13 out of 15 on the assessment rubric. Raw scores ranging from 11 to 15 on the assessment rubric are in the Green zone. As this is the first year of our sampling data, we must be careful about drawing conclusions drawn from the data at this point. We will need to see how scores compare over the

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

English Education Assessment Artifact Curriculum Map	
Name	EE Course(s)
Portfolio Artifact 1: a genre essay related to literary genre and contextual factors (historical, intellectual, diverse cultural contexts)	Lit Traditions EE1 Core Courses
Portfolio Artifact 2: artifact demonstrating theory and practice of teaching	

MA 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
<p>Score on the content area exam for secondary English Language Arts is unacceptable and below passing.</p> <p>Cumulative Score 0 -239.</p>	<p>Score on the content area exam for secondary English Language Arts is passing</p> <p>Cumulative Score 240-260.</p>	<p>Score on the content area exam for secondary English Language Arts is passing and acceptable for future educator.</p> <p>Cumulative score 261 – 300.</p>	

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			

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

Element Red - 1 points Yellow - 2 points

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,				