

**EWU Programmatic SLO Assessment**  
**Degree/Certificate: BAE**  
**Major/Option: English – Secondary Education**  
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## **Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 academic year:** Because Deans have been asked to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

- 1. Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

“Students will demonstrate their competence in established national standards (such as the guidelines of the National Council of Teachers of English) in content knowledge, pedagogical knowledge and professional disposition.”

- 2. Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

\_\_\_\_\_ *SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;*

  X   *SLO is met, but with changes forthcoming;*

\_\_\_\_\_ *SLO met without change required*

- 3. Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

With Washington State adoption of the Common Core State Standards, the long-standing National Council of Teachers of English guideline regarding secondary English teacher candidate preparedness to “Model effective, clear, concise spoken and written language skills when engaging in all aspects of teaching” (NCTE Guidelines, 2006, pg 43) turned our attention to the English 459, Grammar for Teachers course in assessing program SLOs this year. We were confident that current incarnations of the course were still focused on grammar knowledge and skills acquisition. However, because the class demographic had changed in recent years to serve Technical Communications majors and Journalism majors in the English department, we worried that we had strayed away from the “pedagogical knowledge” alluded to in our SLO.

In two offerings of the course during the 2013-2014 school year, students were required to complete a “Teaching Usage Lesson” in addition to the grammar tests that they had been completing. The results of that assessment activity are the focus of our SLO review this year.

Details of the teaching assignment: “Working individually or in pairs, students will teach the class one of the usage rules in the Lester textbook. Students must present a 30-40min lesson, including lesson, practice, review, assessment activity, and a handout. Dates and topics of usage lessons will be determined in advance and lesson plans must be submitted to instructor one day before your lesson.”

The evaluation criteria for the assignment:

- 1) Thoroughness and accuracy of the material you present, including an adequate amount of material/activities \_\_\_\_\_ /3points
- 2) Effectiveness of presentation—voice speed, volume, body language, etc. \_\_\_\_\_ / 3pts
- 3) Handout: clear, informative, accurate, appropriate \_\_\_\_\_/ 3pts
- 4) Your contribution to the group (self- and group-eval) \_\_\_\_\_/1pt

In Winter Quarter, the scores on this assessment were strong:

10/10—5 students, 9/10—2 students, 8/10—5 students, 5/10—1 student, 3/10—1 student

In Spring Quarter, students were also very successful on this assessment:

10/10—21 students, 9/10—6 students, 8/10—3 students

In both quarters students demonstrated the necessary teaching-related skills required.

**4. Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings: In both Winter and Spring sessions of the grammar course, students successfully presented a lesson on English grammar/usage. Their material was adequate and accurate, and they showed that they know how to organize and present effectively.
- b. Analysis of findings: In reviewing the particular requirements of this assignment, however, we see room for growth. A presentation on a grammar or usage rule is an authentic assessment for a classroom of future writers, editors, journalists, and teachers. Teachers certainly need solid presentation skills. The assignment can more accurately measure our students pedagogical abilities in the future by asking students in this course not only to present, but also to assess the learning or understanding that this presentation engendered.

## 5. What program changes will be made based on the assessment results?

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

We had already identified the mixed demographic of the course as a limitation of our ability to support the pedagogical growth of our teacher candidates. Beginning 2014-2015 the English Department will be offering a grammar course for professional writers, and from that point on, ENGL 459 will serve only teacher candidates in Secondary English Education. This will allow us to raise the expectations on this assignment—and others like it—from demonstrating presentation skills and content understanding to demonstrating a real understanding of grammar instruction (needs analysis, pre- and post-assessment, instruction methodology).

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

ENGL 459 will be taught three times in 2014-2015. This usage lesson assignment will be altered (with student input, as teacher candidates are/should be versatile in these kinds of discussions) to better assess the pedagogical knowledge required by NCTE and by the expectations for teachers of the Common Core State Standards. Program leadership and instructors will evaluate the student data again after 2014-2015.

## 6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

This micro-assessment is appropriate this year because of the national grammar trends and our changing student demographics in this particular course. In another year, it might be appropriate to assess on a broader scale.

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

***Working definition for closing the loop:** Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.*

**1. Student Learning Outcome(s)** assessed for 2012-13

“Students will demonstrate their competence in established national standards (such as the guidelines of the National Council of Teachers of English) in content knowledge, pedagogical knowledge and professional disposition.”

**2. Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

In the Secondary English Education course, Department Senior Capstone: Teaching English in Secondary Schools (ENGL 490), students work with the instructor to design the course based on the course goals and objectives. Following the co-designing of the course, students complete the established requirements set forth and are evaluated according to the assessment methods co-established. Through the practice of co-designing the course assignments and assessments, students demonstrate both their knowledge and gaps in knowledge regarding established national standards, content knowledge, pedagogical knowledge, and professional disposition. This approach to the course allows us to spend our course time specifically addressing students' gaps in knowledge as well as reinforcing established prior knowledge. The course will continue practice of students co-designing the course and assessments based on course goals and objectives.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

No specific changes were identified in the 2012-13 SLO. Please see #4 below for changes that went into effect nonetheless.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

ENGL490, Department Senior Capstone—Teaching English in Secondary Schools: This course functions as the capstone methods course where the instructor and students work together to identify what students need most as they prepare to finish coursework and enter the teaching profession. In previous sections of this course, the instructor and students co-designed the course based on course goals and objectives. Following the co-designing of the course, students completed the established requirements set forth and were evaluated according to the assessment methods co-established. While this methodology remains the same, the course design now includes the new Professional Educator Standards Board competencies (<http://program.pesb.wa.gov/endorsements/list/ela>) as a foundation for identifying potential student deficiencies. Finally, the new competencies are now included in the syllabus as course objectives.