



III. **Program Profile:** This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.

Program Identification

Name of the Program Category: English

Grade Levels: (check all that apply)

- B-P P-5 5-9 5-12 8-12 P-12

Program Classification: (check all that apply)

- Undergraduate Undergraduate – Cert Only
- Graduate Graduate – Cert Only

Program Route: (check all that apply)

- Traditional Option 6 Option 7

Program Sites: (check all that apply)

- Main/Residential Campus Off-Site Campus (list each location)

Campus Name	City

Delivery Modes: (check all that apply)

- Face-to-Face Only Online Only Hybrid

EPP Submission Coordinator:

If Option 6 - provide Program Coordinator:

Name Dr. Chris Miller
Phone _____
Email c.miller@moreheadstate.edu

Name _____
Phone _____
Email _____

Program Experiences

Program Curriculum:

Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes.

How does the EPP communicate/Identify below the following program requirements: required coursework and electives, certification and/or degree result, admission requirements, exit requirements, Praxis II test disclaimer. If the EPP offers multiple program routes for this category and certification, include each variation.

MSU EPP English Education utilizes the curriculum guides published in the Undergraduate Catalog as the primary method to communicate program details with all candidates. The curriculum guide is included in the addendum of this document.

Admission criteria for each program code in this category: This must include **admission criteria** such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the applicable program code(s) and regulations (i.e., 16 KAR 5:020, 16 KAR 9:080, 16 KAR 9:090) and the "Program Review Technical Guide" for additional details. Information provided below should correlate to the QAS documentation.

GPA and Course Requirements

- Admission to MSU with an assigned academic advisor.
- Pursuance of program completion leading to teacher certification.
- Completion of at least 30 credit hours.
- Minimum GPA of 2.75 on a 4.0 scale; or
- A GPA of 3.0 on a 4.0 scale on the last thirty (30) credit hours. All college courses attempted must be a part of the applicant's MSU transcript. Transcripts must reflect all transfer coursework completed to the date. All transfer courses, as well as MSU credit, are used in calculating GPA.
- Completion of the following five core courses with grades of "C" or better:
 - ENG 100 Writing I
 - Mathematics General Education Requirement (MATH 131, MATH 135, MATH 152, MATH 174, or MATH 175, as required by program)
 - COMS 108 Fundamentals of Speech Communication
 - EDF 207 Foundations of Education
 - EDF 211 Human Growth & Development

Testing Requirements

- Students applying for the TEP at MSU must obtain the following scores on the PRAXIS I
 - Praxis Core Academic Skills for Educators (CASE) : Reading (5712) – 156 and
 - Praxis Core Academic Skills for Educators (CASE) : Writing (5722) – 162 and
 - Praxis Core Academic Skills for Education (Case) : Mathematics (5732) 150

Professional Dispositions

In compliance with the EPSB's standards for admission to educator preparation programs, candidates must demonstrate an understanding of professional dispositions expected of professional educators. To comply with this regulation, the candidate must complete a Professional Code of Ethics for Kentucky School Personnel Assessment and receive 100% to progress forward in the cycle. The TEP Coordinator will facilitate this assessment in an

electronic format, to include electronic signature.

Field Experience Requirement

- For P-5 program candidates only, completion of twenty-four (24) field experience hours.
- For Middle Grades (5-9) program candidates only, completion of twenty-one (21) or thirty-one (31) field experience hours. If one component is Science, then candidates must complete 31 field experience hours.

Pre-Student Teaching Experiences:

How does the program ensure candidate's pre-student teaching experiences meet the requirements as outlined in **16 KAR 5:040 Section 3.3**

- (a) Engagement with diverse populations of students which include:
 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
 2. Students from different socioeconomic groups;
 3. English language learners;
 4. Students with disabilities; and
 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
 1. Family Resource Centers; or
 2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professionals.

Field Experience Sequence

Each candidate is responsible for tracking these experiences using the EPP's Field Experience Data Form, in each of his/her courses, each semester. The candidate submits this form to the faculty for verification. Each faculty will then upload a record for that course, for each student, to the EPP's Assessment Coordinator. This information is entered into both the Folio 180 Candidate Data Tracking System by the EPP, as well as KFETS by the candidate. These activities are integrated into the overall objectives for courses in the program's curriculum, and when applicable to the assessment(s) for the courses with required field experience hours. [This summary](#) shows the alignment of courses across the EPP with these required activities. Additionally, the TEP Handbook issued to each candidate contains a table of Field Experiences by Level (I – IV), Courses in each Level, and Primary Activity Anticipated in these courses. These Activities progressively bring content and pedagogy together, and gradually expand the range and depth of candidate responsibilities vis-à-vis the P-12 students. [The summary also](#) shows the connection between the activities required per 16 KAR 5:040 Section 3.3 and our own TEP-wide expectations.

The table below specifies how each level of field experience is integrated and how the 200 hour requirement is met in the English Education program.

Level	Course Information	# of Field Hours Required
I	EDF 207	10
I	EDF 211	8
I	EDSP 230	16
II	EDF 311	12
III	EDSE 312	14
III	EDSE 483	30
III	ENG 280	26
III	ENG 381	29
III	ENG 382	29

Describe the culminating Clinical/Professional Experiences for each instance in this program category:

Reference the regulation **16 KAR 5:040 Section 6** about professional experiences. The Option 6 instance of this program category can ignore this section since the program must use KTIP as the culminating experience.

The Clinical Semester (student teaching) is an essential teacher development experience intended to provide candidates with diverse experiences and opportunities for constructive feedback and unbiased assessment. Therefore, teacher candidates will not be placed in districts where a) they attended school or b) they have relatives employed or c) they have relatives attending school. Exceptions will only be made in cases of need as verified by the Clinical Placement staff. Content certification areas dictate whether placements will be made with two cooperating teachers, one per 8 weeks, or one cooperating teacher for 16 weeks. Candidates completing a **Secondary clinical practice** experience are assigned to teach in their area of concentration for 16 weeks with one cooperating teacher assigned.

To be accepted into the Clinical Semester, the candidate must meet a series of requirements: GPA of 2.75, minimum 'C' grade in field experience courses, minimum of 90 semester hours completed, a minimum of 75% of course requirements, in area or teaching component(s) as required by program, must have been successfully completed. Additionally, prior to clinical practice, the candidate must take the required PRAXIS II exams (PLT and Content) for certification in his / her major.

To pass through the Clinical Semester and onto graduation (provided all other requirements are met) the candidate must earn a passing grade in the seminar course associated with student teaching, and a passing score on **Teacher Performance Assessment (TPA)**. The TPA is comprised of: Contextual Factors, Determining Learning Objectives, Developing an Assessment Plan, Designing Instruction (Lesson Plan), Analysis of Student Learning, and Reflection/Self-Evaluation.

Exit requirements for each instance in this program category: This must include **exit assessments**.

(i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.) Reference CAEP 3.5 and 3.6

- Upon exit from a program, i.e. graduation, candidates will have met the following requirements:
1. Completion of the Student Teaching / Clinical Semester (implies they met all requirement prior to entering, see above section).
 2. The Teacher Performance Assessment (TPA) is a work sample in which the candidate has full charge of a classroom. It is considered the final assessment of candidate knowledge, skills, and dispositions. Candidates passing the semester and the TPA are considered for graduation.

- Candidates are advised that in order to be eligible for Kentucky certification, he/she must successfully pass the relevant PRAXIS II content test 5039 and the relevant PRAXIS Principles of Learning and Teaching test, 5624.

Kentucky P-12 Curriculum Requirements

The following information is gathered in accordance with Kentucky Senate Bill 1 - <http://www.lrc.ky.gov/record/09RS/SB1.htm> and the associated legislation tied to this bill.

How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? How does the EPP measure the depth of knowledge of each candidate?

MSU uses several performance measures to ensure each candidate's depth of knowledge of the KAS. Content knowledge is assessed through the program's relevant PRAXIS II test. In English Education, 8-12 it is the 5039. Another measure is the candidate's GPA in the program's content area courses. In English Education, these courses are identified in the program curriculum guide which is in the accompanying addendum.

General pedagogical knowledge is assessed via the PRAXIS Principles of Learning and Teaching test. For English Education this is test 5624. Effective practices are demonstrated throughout the candidate's learning experiences in his/her program.

Specific content area practices and knowledge of the KAS are integrated into content area courses as well as in relevant methods courses for each program. In English Education, the following courses are primarily responsible for assuring each candidate's understanding of the relationship between content knowledge, effective practices, and KAS expectations for their students. The table below shows those courses which incorporate KAS into the course (Content) and utilize that knowledge, blending content with pedagogy (Methods).

- Candidates in the English education program take two survey courses in American Literature, two survey courses in British literature, and several literature electives. In addition, they take two linguistics courses and two writing courses. The English department administers a standardized comprehensive exam during the candidates' senior year and the results are compared on a national scale. The candidates also take the PRAXIS II in English.
- The methods courses help candidates connect the content from #1 above to curricular design and implementation. The methods sequence is capped by Clinical Practice (EDSE 416). Each methods course includes one or more demonstration lesson plan in class or in local public schools to help the instructor determine how well the candidates know how to teach English language arts content to adolescents. ENG 381 requires a Book Match project that has the candidates to promote engaged, skilled reading among a small group of reluctant readers in middle or high school. ENG 382 requires an extensive literature review and teaching project in culturally relevant literacy instruction. Clinical Practice requires evidence that the candidates can apply their understanding of linguistics to teaching grammar or vocabulary, evidence that they can effectively interact with students' families and communities, and that they are developing leadership skills in the teaching of the English Language arts. The methods sequence is as follows:

ENG 280: Introduction to Teaching English in the Secondary Schools
ENG 381: Teaching Literature
ENG 382: Teaching Writing

ENG 400: Studies in English for Teachers (in this course, the candidates teach at least two full lessons in the schools, one focused on supporting struggling readers and one focused on facilitating class discussion).
 EDSE: Clinical Practice (student teaching)

3. The program has assessed the ENG 381 Book Match project, ENG 382 literature review and teaching project, and a portfolio and Teacher Performance Assessment in EDSE 416 meant to show evidence of pedagogical knowledge in linguistics, of interactions with families and community, and of emerging leadership skills.
4. Formative assessment is covered in all four methods courses and in Clinical Practice. Summative assessment is covered primarily in Teaching Literature and Teaching Writing, and we focus on essay and creative writing as a way of assessing grade 8-12 students' understanding of literature, the writing process, of written argument, and of Standard Written English. We cover discussion in ENG 400 as a formative and summative assessment tool for assessing grade 8-12 students' speaking and listening skills as well as their reading comprehension and literary analysis skills. The course instructor assesses the candidates' knowledge of formative and summative assessment use through assignments that require the candidates to design, implement, and reflect on lesson plans. In ENG 400, the candidates compose an abbreviated Unit Plan using backward design, so that they can learn to weave together long-term learning objectives, a summative assessment, and instruction.

Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

Candidates utilize Kentucky's P-12 Curriculum Framework and elements of the Kentucky P-12 assessment system throughout their preparation program. Through assignments related to the understanding the learner and learning, individual differences, contextual factors, lesson planning, assessment planning and analysis, implementation of teaching strategies and use of best practices for each content area, candidates grow in their knowledge and skills for addressing each area of the framework and assessment system. While this culminates during the clinical practice semester, coursework, particularly after admission to the Teacher Education Program, allows for candidates to learn, practice, and reflect upon each critical element of the teaching/learning process. At MSU, the EPP has designed such a process which includes two cycles of practice and feedback related to the chosen Key Assessments for each program prior to the clinical practice semester.

These elements are reflected in the following table of Key Assessments for the English Education, 8-12 program:

Performance Assessment Areas	Type or Form of Assessments	Cycle 1	Cycle 2	Cycle 3
Content Knowledge	PRAXIS II 5039	NA	NA	NA
Other Assessment of Content Knowledge	GPA in content area classes	NA	NA	NA
Assessment of Professional Capabilities	PRAXIS PLT (Principles of Learning and Teaching) (as applicable for the program category) 5624	NA	NA	NA
Clinical Experiences Measure of Teaching Proficiency	Observation of teaching	ENG 382	ENG 400	EDSE 416

Measure of Candidate Assessment Proficiencies	Assessment Plan	EDSP 230	EDF 311	EDSE 416
Candidate ability to diagnose and prescribe for personalized student learning	Contextual Factors / Individual Differences	EDF 211	ENG 382	EDSE 416
Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	Lesson Plan and Lesson Reflections	ENG 382	ENG 400	EDSE 416
Assessment of Literacy Outcomes	Informal Reading Assessment	ENG 381	ENG 382	EDSE 416
Professional Attributes and Dispositions	Philosophy of education paper, Code of Ethics assignment,	NA	NA	NA

Provide evidence (KTIP assessments/portfolio/other data) of candidates’ use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The KTIP lesson plan format is used in this program. It requires the specific KAS(es) to be addressed and assessed in the lesson. This lesson plan is used in all cycles of the Key Assessment, “Application of Knowledge and Pedagogical Skills: Lesson Plan and Lesson Reflection” as well as in the Teacher Performance Assessment (TPA). Data, scoring measures, and pertinent analysis related to this specific area is included in the Key Assessment area of this program review. [LINK TO KEY ASSESSMENT 7.](#)

Provide evidence of candidate’s abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework.

Candidates’ abilities to create and use both formative and summative assessments are developed throughout their preparation program. Assessment planning is addressed in Cycles I and 2 of the Key Assessment, “Measure of Candidate Assessment Proficiencies: Assessment Plan.” Further opportunities are provided other methods courses, clinical practice, and in the TPA. [LINK TO KEY ASSESSMENT 5.](#)

Links to Required Evidence/Sources for the English, 8-12 Program

[Courses](#)

[Clinical Educators](#)

[Program Review/Key Assessment Summary Table](#)

[Program Review/Key Assessment Spreadsheet](#)

[Program Review SPA Alignment](#)

Evidence And Analysis of Key Assessments (Areas) Repeated Below for Each Assessment

English Education: Initial Certification

Evidence and Analysis of Key Assessment 1:

Content Knowledge

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

Assessment Title: Content Knowledge: Praxis II			
Assessment description: The Praxis II is the state mandated assessment for content knowledge in this program. The Praxis II tests are used to assess candidates’ content knowledge.			
How do the Assessment and any related measures address the InTASC standards? This assessment primarily addresses InTASC Standard 4, Content Knowledge.			
Discuss the data analysis for this assessment:			
<p>ENGLISH EDUCATION: The PRAXIS II Content area test is a state requirement for eligibility for certification in every teacher preparation program. Minimum scores for passing are determined by EPSB. The table below indicates the specific test(s) required for certification eligibility for this program, the passing score, and the average score for candidates exiting the program.</p>			
PRAXIS II Performance Measures	2015-2016 n=11	2015-2016 Ky avg.	2015-2016 Nat'l avg.
Test(s) Required / Passing Score			
5039 / 168	177	174.52	173.51

	2016-2017 n=4	2016-2017 Ky avg.	2016-2017 Nat'l avg.
5039 / 168	178	175.95	173.41
For both data collection years, the English education candidates scored – on average –above the state and national average, demonstrating that – on average – they made above-adequate progress towards content knowledge in their chosen discipline.			
Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II) NA			
Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment. See PRAXIS Technical Manual, 2015, p. 12-22 and Appendix B, p. 51-59.			
Describe how the data from this assessment is used for the continuous improvement of this program. The English department course work required for graduation in the English education program is well-aligned with the PRAXIS II exams the English education candidates take. We will continue to offer these courses and to monitor their alignment to the testing expectations.			

English Education: Initial Certification

Evidence and analysis of Key Assessment 2: Other Content Knowledge

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

Assessment Title: GPA in content area courses
Assessment description: GPA is used as an indication of candidates’ understanding of concepts, practices, and expectations within their discipline. Specified content courses provide candidates in each program the foundational knowledge to meet requirements for successfully passing the related PRAXIS II test as well as addressing the KAS content requirements in their discipline.
How do the Assessment and any related measures address the InTASC standards? The courses relevant to Content Area GPA specifically address InTASC Standards 4, Content Knowledge , 5, Application of Content, and 8, Instructional Strategies. Content area courses’ GPA is an important measure to consider when demonstrating content knowledge. While instructors and specific assessments within each course may vary, the overall integrity of the course is assumed to meet the standards of that discipline and the accompanying standards for higher

education. In early elementary education, it is critical that candidates demonstrate their knowledge of both discipline specific content and its effective pedagogical practices, as well as understanding of learners and learning and the professional responsibilities which are incumbent in teaching and learning. Thus, all of these are included in calculating the GPA measure.

ENG 211	Introduction to World Literature I	Comparative study of world literature to 1650 in English with an emphasis on various genres. Equates with HUM I requirement for general education.
ENG 499C	Senior Seminar in English	Examination, in a seminar setting, of issues and opportunities in English. This course satisfies the integrative component for the English major.
ENG 300	Introduction to the Study of Literature in English	Study of literary terminology, research, theory, and critical analysis of English literature. Required for all English majors. Strongly recommended in preparation for advanced literature courses
ENG 331	British Literature to 1789	Survey of selected texts representing the historical development of British literature and culture from the Anglo-Saxon period to 1789.
ENG 332	British Literature Since 1789	Survey of selected texts representing the historical development of British literature and culture from the late eighteenth century to the present.
ENG 341	American Literature to 1865	Survey of selected texts representing the historical development of American literature and culture from its colonial beginnings to 1865.
ENG 342	American Literature Since 1865	Survey of selected texts representing the historical development of American literature and culture from 1865 to present.
ENG 305	Introduction to Linguistics	Introduction to the major areas of contemporary linguistics: phonology, morphology and syntax.
ENG 315	Structure of English	The structures of the English language from the perspective of structural linguistics.
ENG 404	Advanced Syntax	Advanced study of the structure of sentences, including theoretical perspectives.
ENG 393	History of the English Language	The major developments in the evolution of English from Old English to its present form.
ENG 394	Language and Society	Introduction to sociolinguistics. Focus on language and society, gender, race, power and education.
ENG 401	Semantics	A linguistic approach to the study of meaning in language.
ENG 390	Professional Writing	A writing-intensive course which teaches intermediate rhetorical and mechanical aspects of technical writing, including case reports, memoranda, technical specifications, and work-related documents.
ENG 391	Advanced Expository Writing	Extensive reading and writing of academic prose and research papers for scholarship.
CVM 401	Advanced Multimedia News	Instruction in advanced, in-depth writing and reporting for broadcast and online media. Provides instruction and practice covering public affairs and societal events and issues, and the technologies necessary for producing and presenting multimedia news for a diverse society. Includes instruction on the legal aspects of producing news for a diverse society.

CVM 465	Opinion Writing	Study and application of techniques and formats effective in v the print media. Includes government, political, civic and soci and ethical guidelines.	
ENG 395	Poetry Writing	Instruction in poetry writing: structural principles, use of met voice, rhythm, the line and other concerns of poetics. A writin with emphasis on poetry in the contemporary idiom.	
ENG 396	Fiction Writing	Instruction in fiction writing: plot, conflict, characterization, p atmosphere and other concerns of contemporary fiction. Wri with emphasis on fiction in the contemporary idiom.	
ENG 397	Writing Creative Nonfiction	Instruction in writing creative nonfiction (including memoir, p autobiography, and general literary nonfiction). Topics includ from subjects, dramatizing life experience, developing a voice other concerns of contemporary creative nonfiction. Writing	
ENG 483	Advanced Poetry Writing	Advanced instruction in poetry writing: organic and tradition and persona; the sentence and the line; the lyric, dramatic, n meditative stances; and other concerns of poetics. An intensi format with emphasis on poetry in the contemporary idiom.	
ENG 484	Advanced Fiction Writing	Advanced instruction in fiction writing: plot, conflict, characte view, atmosphere, and other concerns of contemporary fictio writing workshop format with emphasis on contemporary fictio and market for literary fiction.	
ENG 485	Advanced Nonfiction Writing	Advanced instruction in creative nonfiction writing. Focus on of creative nonfiction including memoir, personal essay, auto memoir, literary nature writing, literary journalism, literary tr science writing, literary cultural criticism and other general lit Writing workshop format.	
CVM 358	Sports Writing	Philosophy and techniques in writing sports events stories, sp commentary for the media.	
ENG 280	Introduction to Teaching English in Secondary Schools	This course familiarizes students with national and state stan language arts and provides early field experience to explore t those standards in actual English classrooms. Students will als beginning teaching portfolio to prepare for TEP admissions, t on content and methods course materials, and to accrue reso clinical experiences and beyond. Field experience required.	
ENG 381	Teaching Literature in Secondary Schools	This course focuses on preparing secondary English teaching literature in the high school classroom. Field experience requ	
ENG 382	Teaching Writing in Secondary Schools*	A study of composition theory, research, and practice in a cor own writing. Through workshops and classroom demonstratio apply sound writing-based instructional techniques in their se The course focuses on issues related to how older adolescent writing abilities and the classroom practices which facilitate th Field experience required.	

ENG 400	Studies in English for Teachers*	English 400 is designed to meet National Council of Teachers of Education Kentucky Department of Education guidelines to prepare candidates for a semester in the areas of dispositions, content knowledge, pedagogy, and assessment. Field experience required.	
ENG 311	Global English Literature	Introduction to English literature produced outside of a British tradition.	
ENG 320	Women Writers and Feminist Perspectives	Study of selected women writers, with attention to the development of a feminist literary canon. Equates with	feminist t
ENG 348	African-American Literature	Study of representative writers, texts, movements and themes in African-American literature and culture.	and theme
ENG 360	Appalachian Literature	Study of representative Appalachian writers, texts, and themes.	literary me
ENG 365	Literature of the South	Study of representative Southern writers, texts, and themes.	literary move
ENG 398	Gay and Lesbian Literature	Study of literature and sexuality, with an emphasis on the formation of a lesbian literary canon. Equates with WST 394.	on the for
ENG 422	Studies in American Literature to 1900	Study of representative American writers, texts, and themes from the colonial period to 1900.	literary move
ENG 423	Studies in American Literature, 1900-1965	Study of representative American writers, texts, literary movements, forms, and themes, 1900-1965.	literary move
ENG 424	Studies in Contemporary American Literature	Study of representative American writers, texts, literary movements, and themes, 1965 to present.	literary move
ENG 436	The English Renaissance	Study of representative British writers, texts, literary forms and themes, 1600.	literary forms an
ENG 441	Restoration and Eighteenth Century British Literature	Study of representative British writers, texts, literary movements, and themes, 1600 to 1798.	literary moveme
ENG 443	Victorian Writers	Study of representative British writers, texts, literary movements, and themes, 1832-1901.	literary moveme
ENG 444	British Literature since 1901	Study of representative British writers, texts, literary movements, and themes, 1901 to the present.	literary moveme
ENG 435	Shakespeare	Study of Shakespeare's plays and poetry in historical and critical context.	historical and criti
ENG 495	Seminar: Major Writers	Intensive study of one or more major figures in literature in English.	literature in E
ENG 344	The Short Story and the Novel	Study of representative forms of the short story and the novel.	and the nove
ENG 432	The British Novel	Study of representative British novels and the development of the novel from its beginnings to the present.	development o
ENG 435	Shakespeare	Study of Shakespeare's plays and poetry in historical and critical context.	historical and criti
ENG 453	Modern Drama	Study of representative dramas and the development of the genre from its beginnings to the present.	development of the g
ENG 455	Early Dramatic Literature	Study of representative dramas and development of the genre from its beginnings to the mid-nineteenth century.	development of the genr

ENG 463	American Fiction	Study of representative American fiction from its beginnings to
ENG 466	American Poetry	Study of representative American poetry from its beginnings to
ENG 470	Film and Literature	Study of the relationship between literature and film.

Discuss the data analysis for this assessment:

ENGLISH EDUCATION: In each program there are courses which directly relate to the specific content knowledge a candidate needs to possess. The cumulative GPA in these courses indicate a candidate's preparedness to effectively communicate accurate, relevant information to future students. The table below provides the content area GPA for candidates within this program.

Content GPA Performance Measures	2015-2016 n=11	2016-2017 n=4
Content GPA	3.378	3.77

The data demonstrate that, on average, the candidates who graduated the English education program in the past two years earned a content-related Grade Point Average above the EPP 2.75 GPA requirement for admission to Clinical Practice and that, on average, they maintained a B or higher average across their content courses.

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II)
Not applicable.

Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.

Neither the reliability nor the validity of content GPA measures have been established. Upon investigation of determining these important measures, we understand that the data sets are too small to allow for a viable outcome.

Describe how the data from this assessment is used for the continuous improvement of this program.

We have been pleased with the academic performance of the English education graduates in the past two years; during the 2016-17 year, for example, all the graduates were eligible for consideration for the English Department distinguished undergraduate student award, and one of them received the award upon faculty vote. During the 2015-16 year, one of the English education graduates was chosen to be a speaker at graduation based on her excellent academic achievement.

We have noted, anecdotally, that there has been a correlation in the past three years between a GPA under 3.0 and below-average performance in Clinical Practice, reinforcing the need to maintain high academic standards for admission to the Teacher Education Program and to Clinical Practice.

English Education Initial Certification

Evidence and analysis of Key Assessment 3:

Assessment of Professional Capabilities

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the "Program Review Technical Guide" for additional details.

Assessment Title: PRAXIS Principles of Learning and Teaching, 8-12; 5624	
Assessment description: The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The test content assesses key indicators of the beginning educator's knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels.	
How do the Assessment and any related measures address the InTASC standards? Both content knowledge and the application of content knowledge are measured in the tests. In the table below, each content area's sub-test's specifications are presented with related InTASC standards.	
Principles of Learning and Teaching Specifications	Related InTASC Standards
Students as Learners	
1. Student development	InTASC Standard 1
2. Students as diverse learners	InTASC Standard 2
3. Student motivation and learning environment	InTASC Standard 3
Instructional Process	
1. Planning instruction	InTASC Standard 7
2. Instructional strategies	InTASC Standard 8
3. Questioning techniques	InTASC Standard 8
4. Communication techniques	InTASC Standard 5
Assessment	
1. Assessment and evaluation techniques	InTASC Standard 6
2. Assessment tools	InTASC Standard 6
Professional Development, Leadership, and Community	InTASC Standard 9
Discuss the data analysis for this assessment:	

ENGLISH EDUCATION: The PRAXIS test, Principles of Learning and Teaching (PLT), is a state requirement for eligibility for certification in this teacher preparation program. Minimum scores for passing are determined by EPSB. The table below indicates the specific test(s) required for certification eligibility for this program, the passing score, and the average score for candidates exiting the program.

PLT Performance Measures	2015-2016 n=11	2015-2016 Ky avg.	2015-2016 Nat'l avg.
Test(s) Required / Passing Score			
5624 / 160	176	177.32	174.63
	2016-2017 n=4	2016-2017 Ky avg.	2016-2017 Nat'l avg.
5624 / 160	183.5	177.05	174.57

All of the graduates for the past two years passed the PLT, indicating that they acquired the requisite professional knowledge for state certification.

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II)
Not applicable.

Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.

See PRAXIS Technical Manual, 2015, p. 12-22 and Appendix B, p. 51-59.

Describe how the data from this assessment is used for the continuous improvement of this program.

We will continue to monitor the pass rates to make sure the candidates are acquiring the requisite professional knowledge before graduation.

[English Education: Initial Certification](#)

[Evidence and analysis of Key Assessment 4: Clinical Experiences Measure of Teaching Proficiency](#)

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the

EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

Assessment Title: Observation of Teaching (during clinical experience/student teaching)				
Assessment description: Learning to teach well requires opportunities for planning, practice, reflection, and feedback from a more knowledgeable and skilled mentor. This program measure reflects these areas and allows for the candidate to show continued, effective growth as a teacher. This multifaceted experience culminates during the Clinical Practice semester. Eight times during the semester, the candidates are observed and provided feedback. Both university supervisors and cooperating teachers provide this feedback.				
How do the Assessment and any related measures address the InTASC Standards? The observation process addresses the following InTASC standards: 1: Learner development 2: Learning differences 3: Learning environments 4: Content Knowledge 5: Application of content 6: Assessment 7: Planning for instruction 8: Instructional strategies 9: Professional learning and ethical practice 10: Leadership and collaboration				
Discuss the data analysis for this assessment: ENGLISH EDUCATION: The data available in the table below represent observations of candidates in their final clinical practice semester. The scores combine both the classroom mentor teacher/cooperating teachers' and the university supervisors' evaluation of 4 observations throughout the semester. It should be pointed out that the observations were not necessarily for the same lessons. While the rubric was the same for both academic years and it was a 4 point scale, in 2015-2016, the scale was 1-4; in 2016-2017 it was 0-3. The averages for 2016-2017 have been adjusted to reflect the 1-4 scoring.				
Observations Performance Measures	Fall 2015-Spring 2016 n=11	Fall 2015-2016 All programs n=174	Fall 2016-Spring 2017 n=4	Fall 2016-2017 All programs n=153
	(average of 8 observations per candidate) (4 point scale)	(average of 8 observations per candidate) (4 point scale)	(average of 8 observations per candidate) (4 point scale)	(average of 8 observations per candidate) (4 point scale)
Planning and Preparation				
Demonstrating knowledge of content and pedagogy	2.87	3.14	2.69	3.09

Demonstrating knowledge of students	2.85	3.09	2.50	3.13
Setting instructional outcomes	2.88	3.04	2.59	2.99
Demonstrating knowledge of resources	2.99	3.19	2.59	3.1
Designing coherent instruction	2.90	3.14	2.75	3.06
Designing student assessments	2.80	2.99	2.53	2.88
The Classroom Environment				
Creating an Environment of Respect and Rapport	3.02	3.33	2.53	3.33
Establishing a culture for learning	2.96	3.18	2.56	3.21
Managing Classroom Procedures	2.82	3.1	2.41	3.07
Managing Student Behavior	2.86	3.12	2.28	3.03
Organizing Physical Space	3.13	3.29	2.81	3.18
Instruction				
Communicating with Students	2.82	3.11	2.69	3.19
Using Questioning and Discussion Techniques	2.69	2.94	2.56	2.88
Engaging Students in Learning	2.86	3.12	2.69	3.11
Using Assessment in Instruction	2.88	3	2.63	2.91
Demonstrating Flexibility and Responsiveness	2.98	3.15	2.69	3.23
Professional Responsibilities				
Reflecting on teaching	2.82	3.15	2.97	3.15
Maintaining accurate records	2.81	3.12	3.13	3.14
Communicating with families	2.57	2.93	2.59	2.92
Participating in the professional community	2.85	3.11	2.91	3.05
Growing and developing professionally	2.94	3.1	2.75	3.05
Showing professionalism	3.00	3.24	3.13	3.23

The data indicate that the student teachers in English education during the past two years have accomplished, on average, between Developing and Accomplished on the scoring rubric for progress in Clinical Practice. Through spring semester 2017, the University Supervisor for Clinical Practice in English education most often placed candidates in the Developing category (carrying a score of 2) and instructed the cooperating teachers to do the same, unless a candidate showed exceptional aptitude for a rubric item. To her understanding, the category “Accomplished” (carrying a score of 3) was reserved for experienced teachers.

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II)

[LINK TO CLINICAL PRACTICE OBSERVATION RUBRIC](#)

Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.

Neither the reliability nor the validity of the observation scoring have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.

Describe how the data from this assessment is used for the continuous improvement of this program.

The Program Coordinator/University Supervisor for English Education is now aware that the “Accomplished” category on the rubric is relative to Clinical Practice and not to the skill level of practicing teachers more generally, and she will adjust her scoring procedures accordingly. This shift should bring the scores of the English education candidates up to, or above, the EPP average. If the shift does not accomplish a rise in the mean score, then appropriate adjustments will be made to the methods coursework to address any rubric items that have below-average scores.

English Education: Initial Certification

Evidence and analysis of Key Assessment 5:

Measure of Candidate Assessment Proficiencies

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

Assessment Title: Assessment Plan

Assessment description:

The Assessment Plan allows the candidate to design pre- and post-assessments to determine students’ levels of knowledge and skills related to specific content to be taught/learned. The plan also involved the integration of learner goals and objectives, content-specific standards (KAS), as well as various contextual factors that must be taken into account. Results of both the pre- and post- test results are analyzed and lesson plans designed to address the teaching/learning and to determine which areas may be re-teaching, respectively.

How do the Assessment and any related measures address the IntASC Standards?

The Assessment Plan measure addresses the following IntASC Standards:

1: Learner development

- 2: Learning differences
- 3: Learning environments
- 4: Content Knowledge
- 6: Assessment

Discuss the data analysis for this assessment:

ENGLISH EDUCATION: The data available in the table below represent the "Assessment Plan" component of the of Teacher Performance Assessment completed during the clinical practice semester. This component is broken down into two and five areas, respectively, as indicated. Each candidate's submission is scored by at least two university supervisors or content-relevant faculty members. The averages below reflect the combined scores for all candidates in the specified academic year.

Assessment Plan Performance Measures	2015-2016 n=11	2015-2016 n=174 All Programs
Sets Instructional Outcomes	2.58	2.82
Designs Student Assessments	2.42	2.71
Assessment Plan Performance Measures	2016-2017 n= 4	2016-2017 n=153 All Programs
Alignment with Learning Goals and Instruction	3.67	3.33
Clarity of Criteria and Standards for Performance	3.67	3.34
Multiple Modes and Approaches	3.33	3.22
Technical Soundness	3.44	3.27
Adaptations Based on the Individual needs of Students	3.22	3.27

The English education candidates' scores for 2016-17 surpassed, on average, the average score of the EPP candidates on this measure, demonstrating the English education candidates' strong understanding of assessment methods.

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II)

[LINK TO ASSESSMENT PLAN RUBRIC.](#)

Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment

Neither the reliability nor the validity of the assessment plan scoring have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.

Describe how the data from this assessment is used for the continuous improvement of this program.

We will continue to monitor the candidates' progress on this measure and adjust the methods coursework if any gaps in knowledge are identified. One category that shows slightly below-average progress is "adaptations based on the individual needs of candidates," so we evaluate the methods coursework to make sure the candidates experience substantial coverage of this skill.

English Education: Initial Certification
Evidence and analysis of Key Assessment 6:
Candidate Ability to Diagnose and
Prescribe for Personalized Student Learning

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the "Program Review Technical Guide" for additional details.

Assessment Title: Contextual Factors / Individual Differences		
Assessment description: The Contextual Factors / Individual Differences measure allows for the candidate to analyze those factors which must be considered prior to planning for learning to occur. Such factors as community demographics, student demographics, including race/ethnicity, aESL learners, ge, learning differences (including IEPs and 504 plans), student interests, physical space and classroom arrangement, and available resources are determined. Analysis of how these various factors may impact student learning is required.		
How do the Assessment and any related measures address the InTASC Standards? This assessment focuses on the first three InTASC standards: 1: Learner development, 2: Learning differences, and 3: Learning environment.		
Discuss the data analysis for this assessment ENGLISH EDUCATION: The data available in the table below represent the "Contextual Factors" component of the of Teacher Performance Assessment completed during the clinical practice semester. This component is broken down into four and five areas, respectively, as indicated. Each candidate's submission is scored by at least two university supervisors or content-relevant faculty members. The averages below reflect the combined scores for all candidates in the specified academic year.		
Contextual Factors Performance Measures	2015-2016 n=11	2015-2016 n=174 All Programs
Demonstrates Knowledge of Content and Pedagogy	2.46	2.76
Demonstrates Knowledge of Students	2.08	2.72
Demonstrates Knowledge of Resources	2.63	2.78
Organizes Physical Space	2.75	2.86

Contextual Factors Performance Measures	2016-2017 n=4	2016-2017 n=153 All Programs
Knowledge of Community, School, and Classroom Factors	3.56	3.37
Knowledge of Characteristics of Students	3.44	3.23
Knowledge of Students' Varied Approaches to Learning	3.44	3.24
Knowledge of Students' Skills and Prior Learning	3.56	3.17
Implications for Instructional Planning and Assessment	3.33	3.16

The English education candidates' scores for 2016-17, on average, surpassed the average score of the EPP candidates on this measure, demonstrating the English education candidates' strong understanding of personalized learning.

Provide a link to the assessment scoring guide or rubric. (Not required for Praxis II)
[LINK TO LATEST CONTEXTUAL FACTORS RUBRIC](#)

Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.
Neither the reliability nor the validity of the contextual factors / individual differences scoring have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.

Describe how the data from this assessment is used for the continuous improvement of this program
We will continue to monitor the candidates' progress on this measure and adjust the methods coursework if any gaps in knowledge are identified.

[English Education: Initial Certification](#)
[Evidence and analysis of Key Assessment 7:](#)
[Application of Content Knowledge and](#)
[Pedagogical Skills \(Instructional Practice\)](#)

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the "Program Review Technical Guide" for additional details.

Assessment Title: Lesson Plan and Lesson Reflections
Assessment description: Lesson planning is a very complex, integrative activity, requiring multiple sources of knowledge. This assessment includes the following components: knowledge of content and the ability to make it relevant to all learners,

understanding of related KAS standards, utilization of appropriate and effective learning strategies and activities to assure that learning occurs, make connections to students' background knowledge, provide effective adaptations and accommodation for exceptional students, integration of technology, planning for cooperative learning, address higher order thinking and questioning skills, designing appropriate assessments, both formative and summative, and reflecting upon all aspects of the teaching/learning process.

How do the Assessment and any related measures address the Kentucky Teacher Standards?

This assessment addresses the following InTASC standards:

- 1: Learner development
- 2: Learning differences
- 3: Learning environments
- 4: Content Knowledge
- 5: Application of content
- 6: Assessment
- 7: Planning for instruction
- 8: Instructional strategies
- 9: Professional learning and ethical practice

Discuss the data analysis for this assessment:

ENGLISH EDUCATION: The data available in the table below represent the "Lesson Planning" component of the of Teacher Performance Assessment completed during the clinical practice semester. This component is broken down into two and eight areas, respectively, as indicated. Each candidate's submission is scored by at least two university supervisors or content-relevant faculty members. The averages below reflect the combined scores for all candidates in the specified academic year.

Lesson Planning Performance Measures	2015-2016 n=11	2015-2016 n=174 All Programs
Develops Coherent Instruction	2.42	2.79
Uses Question and Discussion Techniques	2.29	2.71
Lesson Planning Performance Measures	2016-2017 n=4	2017-2017 n=153 All Programs
Alignment with Learning Goals	3.67	3.35
Accurate Representation of Content	3.67	3.29
Lesson and Unit Structure	3.44	3.33
Use of a Variety of Instruction, Activities, Assignments, and Resources	3.67	3.26
Use of contextual information and Data to Select Appropriate and Relevant Actiities, Assignments, and Resources	3.44	3.25
Use of Technology	3.78	3.45
Sound Professional Practice	3.67	3.39
Modifications Based on Analysis of Student Learning	3.44	3.31

Congruence Between Modifications and Learning Goals	3.33	3.24
<p>The English education students scores for 2016-17 surpassed, on average, the mean score of the EPP candidates on this measure, demonstrating the English candidates' strong understanding of lesson planning.</p>		
<p>Provide a link to the assessment scoring guide or rubric. LINK TO KEY ASSESSMENT 7 RUBRIC</p>		
<p>Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment. Neither the reliability nor the validity of the lesson planning and reflection scoring have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.</p>		
<p>Describe how the data from this assessment is used for the continuous improvement of this program. We will continue to monitor the candidates' progress on this measure and adjust the methods coursework if any gaps in knowledge are identified.</p>		

English Education: Initial Certification
Evidence and analysis of Key Assessment 8:
Assessment of Literacy Outcomes

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the "Program Review Technical Guide" for additional details.

Assessment Title: Informal Reading Assessment
<p>Assessment description: The ability to comprehend language through reading, writing, listening, and speaking is critical is all learning, regardless of content. Determining a learner's ability to successfully comprehend is a critical starting place for the candidate to plan and implement appropriate instructional practices. This assessment involves the analysis of oral reading of single words and text, comprehension through questions and/or retelling, and proposing next steps for the individual learner to progress.</p>
<p>How do the Assessment and any related measures address the Kentucky Teacher Standards? The information reading assessment addresses the following InTASC standards: 1: Learner development 2: Learning differences 4: Content Knowledge 6: Assessment 7: Planning for instruction</p>
Discuss the data analysis for this assessment:

To date, there has been no systematic data collection or analysis of the informational reading assessment in this program. This particular key assessment has only been added since Spring, 2017. Data collection and analysis of this assessment will begin in Fall, 2017.
Provide a link to the assessment scoring guide or rubric. (LINK TO PROPOSED SCORING GUIDE FOR THIS ASSESSMENT.
Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment. Neither the reliability nor the validity of the observation scoring have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.
Describe how the data from this assessment is used for the continuous improvement of this program. Not applicable at this time.

English Education: Initial Certification
Evidence and analysis of Key Assessment 9:
Professional Attributes and Dispositions

Evidence for meeting standards - For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Teacher Standards. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

Assessment Title: Philosophy of education paper, Code of Ethics assignment, Dispositions (EPP created and InTASC standards dispositions)
Assessment description: This multifaceted key assessment includes collection of data across a candidate’s program experiences. It includes: <ul style="list-style-type: none"> • initial understanding of the philosophy of education and its role in society throughout history and how one’s understand can impact student learning; • The candidate’s disposition attributes and how those influence not only student learning but also one’s ability to sustain effectiveness over time; • The candidate’s knowledge and understanding of the code of ethics related to teaching.
How do the Assessment and any related measures address the InTASC Standards? The assessment of professional attributes addresses the following InTASC standards: 9: Professional learning and ethical practice 10: Leadership and collaboration

<p>Discuss the data analysis for this assessment: Explain how the assessment data supports/validates a candidate's ability through the progressions of this program: While data for each of the components of this key assessment have been collected for some time, there has been no systematic gathering and disaggregation by program.</p>
<p>Provide a link to the assessment scoring guide or rubric. Professional Attributes and Dispositions = Philosophy of education paper, Code of Ethics assignment, Dispositions Evaluation</p>
<p>Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment. Neither the reliability nor the validity of these assessments have been established. While there are multiple contributors to this measure, statistically sound practices have not determined. The intent is to establish both reliability and validity in Fall, 2017.</p>
<p>Describe how the data from this assessment is used for the continuous improvement of this program. NA at this time.</p>

Summary Analysis for Program

Assessment data analysis summary:

Overall, the data resulting from the key assessments for this program indicate that candidates demonstrated appropriate meeting of the InTASC standards, the relevant SPA standards, the relevant Kentucky Academic Standards, as well as the individual components of each of the assessments. The cumulative analyses instills confidence in the direction and performance of this program. We also considered EPP exit survey data from completers, and satisfaction relative to preparation met expectations. Special attention was then given to the EPSB New Teacher survey that allows KTIP teachers, cooperating teachers, and principals to evaluate how our graduates measure up to the Kentucky Teacher Standards. Program faculty reviewed these data and found trends to reveal that our candidates were adequately prepared, based on the indicators. Where areas for improvement were noted, program leads are working with program faculty to address these concerns.

Continuous Improvement Plan for this program category:

Areas for improvement include:

- Closer alignment of Kentucky's Academic Standards (P-12) with what is available through all content courses. That is, the Program Lead will analyze more closely those courses, talk to those faculty, and explore the possibility of using extraneous assignments specially designed for teacher candidates, that allow them to more specifically be aware of standards for P-12 learners.
- The types of field experiences in this program are not as succinct and progressive as they could be. A healthy progression is one that allow first for strong, solid content knowledge, leading to a blending of that with strong teaching, or pedagogical knowledge. This change will require approval of our Teacher Education Council, but ultimately will realign field experiences to allow candidates to develop knowledge, skills, and dispositions in a reasoned progression.
- All EPP-designed key assessment scoring must be evaluated for reliability and validity. This action will be taken in Fall, 2017. Additionally, review of key assessments by CAEP evaluator revealed weak alignment to InTASC and SPA standards. While we have improved these somewhat in the last year, they will need to undergo further review and adjustments made.

- Data used to inform these realizations were: EPP exit surveys, EPSB survey, careful analysis of field experience progression tables, key assessments, and an overall gap analysis performed by our EPSB-CAEP co-coordinators.