Action Activity Report
The University of Montana
Professional Education Unit
Secondary Education Licensure Programs
REVIEWED BY THE EXECUTIVE COMMITTEE

Program Name: B.A. in English (Teaching)
Individual(s) Completing Report: Beverly Chin
Date Submitted: April 5, 2013

Instructions: Use the Educator Preparation System (Click to access E-PAS) to locate Key Assessments for your program. Complete the questions below with the key assessment data. The intent of continuous improvement is to look critically at your key assessment data and be mindful of that data while planning future activities. If you have questions, please contact Trent Atkins (243-4978).

1. Impressions Regarding Assessment Data

   o Are your admissions data as you would expect? In no, please explain.
   
   The English teaching program is the largest secondary licensure program in the University of Montana and the largest in the state. We believe we have strong enrollment because we have a rigorous, dynamic program that does an excellent job of preparing beginning English language arts teachers.

   o What strengths and/or weaknesses do you see related to candidates in your program based on an analysis of the Key Assessment data for:

   v Content Knowledge data (Key Assessments 1 and 2):
      Key Assessment 1
      The course of study and the candidates’ GPA are good indicators of content knowledge

      Key Assessment 2
      The curriculum unit plans and the lesson plans in the English teaching methods courses provide good information about the candidates’ ability in pedagogical content knowledge. Candidates demonstrate their teaching ability through teaching demonstrations to peers and the instructor in the courses.

   v Clinical Practice Data (Key Assessment 4, Performance Outcomes 1 & 2):

      Key Assessment 4: Performance Outcome 1
      The assessment of candidates’ performance in the field experiences provides accurate information about the ability to teach students.

      Key Assessment 4: Performance Outcome 2
      The assessment of candidates’ performance in the field experiences provides accurate information about professional dispositions.
2. Describe at least one action activity where you will address the quality, accuracy, or meaningfulness of the results. You may use either Option A (Proposed Actions for Continuous Improvement) or Option B (Continuous Improvement Narrative).

Option A: Proposed Actions for Continuous Improvement

Based on your analyses from above, describe one to three actions your program will engage in to assist the PEU in continuous improvement efforts:

<table>
<thead>
<tr>
<th>Action Activity</th>
<th>Rational Based on Key Assessment Data</th>
<th>When Activity will be Completed</th>
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<tbody>
<tr>
<td>Admissions and Placements: The English teaching program and the Field Placement office are discussing the challenges of finding placements for English language arts candidates.</td>
<td>The number of field experience and student teaching placements available for secondary English teachers is limited.</td>
<td>Spring 2014 semester</td>
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<td>Professional Behaviors: The English program is discussing the use of a rubric for assessing candidates’ professional behaviors.</td>
<td>Integrating a rubric on professional behaviors into the English methods courses would provide candidates with clear expectations and formative/summative feedback.</td>
<td>Spring 2014 semester</td>
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The Executive Committee recognizes the lack of evidence of the candidates' performance with secondary students and recommends the program address this issue.
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Option B: Continuous Improvement Narrative

Detail your program plan for one to three improvements based on the analysis of your data. Need more room? Attach any additional information.

3. Program Highlights

Based on Key Assessment data and other evidence (press releases, program documents, newspaper articles) please share one to five highlights about your program. Please provide links for external sources where possible:

The initial English licensure program is comprised of two nationally-known English educators who are committed to Indian Education for All and social justice. By creating collaborative, respectful, and positive learning communities, the professors and candidates demonstrate a commitment to professional behaviors and to professional development. Because our candidates learn how to integrate theory and practice, they are very successful in their teaching of secondary students. Our English teaching program is respected as a leader in literacy education, standards, assessment, and curriculum.

Questions? Contact Trent Atkins (243-4978, trent.atkins@umontana.edu) or Bill McCaw (243-5395, bill.mccaw@umontana.edu).