Action Activity Report

The University of Montana
Professional Education Unit
Advanced and Other School Professionals
REVIEWED BY EXECUTIVE COMMITTEE

Program Name: MA English Teaching

Individual(s) Completing Report: Beverly Chin

Date Submitted: 4/9/2013

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 Bill McCaw (243-5395).

1. Impressions Regarding Assessment Data

   o Are your admissions data as you would expect? In no, please explain.

   The advanced program in English has experienced a decline in applications for 2013-2014. The admissions committee reviews only completed applications. We are discussing the creation of a rubric to use as we review applications to our advanced licensure program.

   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:

      ▪ Content Knowledge data (Key Assessments 1 and 2):

      The overall GPA and the GPA for the literature seminars are good in their ability to inform the program. The inclusion of other literature courses would provide a more comprehensive view of the candidates’ content knowledge.

      ▪ Pedagogical Content Knowledge data (Key Assessments 3, 4):

      The curriculum unit plans and the lesson plans 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. We do not have evidence of the candidates’ performance with secondary students. The professional papers provide clear evidence of the candidates’ pedagogical content knowledge.

      ▪ Professional Behaviors/Disposition data (as per Key Assessments):

      In the English methods courses, the professors provide on-going feedback and assessment of the candidates’ commitment to professional learning communities and professional behaviors. The end of course reflections also provide documentation of the candidates’ professional behaviors.
Please provide feedback on the E-PAS Assessment System

The current E-PAS system allows for adequate representation of assessment data from the advanced English licensure program.

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: The program is discussing the creation of a rubric for applications for admission and for teaching assistantships. We would have three reviewers use the rubric.</td>
<td>The admissions committee only reviews completed applications. Currently, two people review the applications.</td>
<td>Autumn 2013 semester</td>
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<tr>
<td>Professional Paper: The program is considering alternatives to the professional paper.</td>
<td>Some candidates may benefit from additional coursework or a portfolio, rather than a professional paper.</td>
<td>Spring 2014 semester</td>
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<tr>
<td>Professional Paper: The program is discussing the creation of a rubric for the professional paper.</td>
<td>Currently, three people read the professional paper and discuss its merits. A rubric would state expectations for both the candidates and the readers.</td>
<td>Spring 2014 semester</td>
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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 advanced 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 professional behaviors. The professors mentor the candidates and provide opportunities for candidates to write articles, present at conferences, and network with state and national professional associations. The candidates are very successful in their teaching of secondary students. Since 1978, the Montana Writing Project has provided important professional development for teachers at all grade levels throughout the state. Our advanced 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).