Northern Kentucky University

Name of Program: English Education

Certification Level: Initial Undergraduate Baccalaureate, Post Baccalaureate

Program Codes:

KEN (16, 166)

Modes of Delivery: Face to Face Only

2016-17 Catalog URL: http://nku.catalog.acalog.com/index.php?catoid=4
English Education Undergraduate Initial Program Submission

Program Experiences
The English education program is delivered as a face to face program on the main Northern Kentucky University (NKU) campus. The program facilitates the teacher candidates’ construction of knowledge, the development of instructional skills, and the practice of professional dispositions that enhance the development of all learners. The secondary teacher preparation program has defined the content knowledge that its graduates must possess through the courses they are required to take and the grade point average they are required to maintain. These course requirements and their experiences are consistent with the essential knowledge of English educators as defined by the appropriate NCTE Specialized Professional Association (SPA). Candidates must further demonstrate knowledge of their content, teaching skills, and dispositions through their coursework and field and clinical experiences.

The program experiences in the secondary education program include four major strands:

A. Liberal Arts Foundation: Candidates develop a strong foundation in the liberal arts which includes experiences in communication and literature, history, natural sciences, mathematics, humanities and fine arts, philosophy, social and behavioral sciences, and race/gender perspectives. These experiences are defined by the University and by the College of Education and Human Services. All candidates must complete the general studies requirements for all majors in the University.

B. Content Knowledge: The English Secondary Education track within the English major provides teacher candidates with thorough coverage of the content they will encounter on the Praxis II examination and in their employment as grades 9-12 teachers. The program’s requirements are very similar to the requirements of English secondary education programs at other universities and colleges throughout Kentucky. In an “introduction to the major” course, teacher candidates are introduced to the history and disciplines that comprise English studies: literary study and criticism, film study and criticism, creative writing, business and technical writing, composition, rhetoric, linguistics, grammar, and secondary education. An “introduction to literature” course introduces the teacher candidate to the genres, structures, elements, and terms of analysis for poetry, short fiction, long fiction, and drama.

Teacher candidates then proceed through historical survey courses in British literature (a two-course sequence from beginnings to contemporary), American literature (a two-course sequence from beginnings to contemporary), and world literature (classical or modern). Because of the prominence of Shakespeare at the high school level, they complete an upper division course in Shakespearean comedies or tragedies. To enlarge their understanding of socio-historical language development and diversity, they complete an upper division course in linguistics or history of the English language. They are offered two electives of which at least one must be upper division. Our faculty advisors strongly encourage teacher candidates to use these electives for courses in traditional grammar and either creative writing or professional writing—depending upon how much earlier preparation they have done in these areas. Refer to the curriculum contract for more detailed information.

C. Professional Knowledge: A sequence of professional education courses and experiences based on the Kentucky Teacher Standards and NCTE SPA Standards are part of the curriculum. The courses are designed to prepare candidates to provide diverse students with the knowledge and skills required for the 21st century, as defined by the Kentucky Academic Standards, and to successfully complete the PRAXIS Principles of Learning and Teaching (PLT) examination.
D. **Field and Clinical Experiences:** A series of high-quality field and clinical experiences, aligned with the Kentucky Teacher Standards, are designed to enable candidates to develop the knowledge, skills, and dispositions necessary to demonstrate positive impact on PK-12 students’ learning and development. The clinical component of the English education program is central to the candidates’ professional learning. Prior to admission to their final clinical experience (student teaching), candidates complete a minimum of 200 field experience hours, providing them the opportunity to connect the theory of their coursework with practice in a secondary education setting. During the field experiences, candidates are placed in a variety of education settings, including schools with diverse populations of students. Prior to the final clinical experience, all candidates must demonstrate their ability to work with PK-12 students from different races or ethnic groups, students of varying socio-economic status, English language learners, and students with special needs. In addition, candidates must also complete a series of required experiences to help them better understand schooling at all levels and the profession they are about to enter. These experiences include engagement with students of all levels (i.e., elementary, middle, secondary), student tutoring, interaction with families of students, attendance at school board and school-based council meetings, observation at a family resource center, and participation in a school-based professional learning community. All experiences are tracked through the Kentucky Field Experience Tracking System (KFETS) and Foliotek (electronic portfolio). The English education program concludes with a comprehensive, full-time clinical experience that is 16 weeks in duration. All field and clinical experiences are completed in a co-teaching environment with the expectation that candidates learn from their PK-12 clinical educator by co-planning instruction, co-teaching when appropriate, and co-assessing their students’ progress. Throughout all field and clinical experiences, candidates’ experiences are closely aligned with their corresponding coursework, and candidates’ knowledge, skills, and dispositions are continuously assessed by both PK-12 clinical educators and university clinical educators using performance-based measures.

**Professional Education Courses**

A sequence of professional education courses and experiences based on the Kentucky Teacher Standards and NCTE SPA Standards are designed to prepare English teacher candidates with the knowledge and skills required to demonstrate mastery of the Kentucky Academic Standards. The four semesters of the professional education sequence – Admission, Professional I, Professional II, and Clinical Experience – are described below.

Candidates must receive at least a “C” or a “P” in all education/pedagogy courses listed below to be eligible to enroll in the next professional semester. In addition, all education candidates are required to take EDU 104, Orientation to the Education Profession, before enrolling in any education course. This is a one-credit hour course that introduces candidates to NKU’s education program requirements, including the Code of Ethics, the professional dispositions’ survey, and discussion and observations in the elementary, middle school, and secondary education levels.

Undergraduate students must apply for admission to the teacher education program. This is a two-step process. The first step is to enroll in the Admission Field Experience (EDU 311 or 334). The second step is to be admitted to the education program. To enter the admission field experience, a candidate must have:

* Completed the required application for admission;
* Successfully completed a background check;
Successfully completed EDU 104, Orientation to the Education Profession, with a “C” or better;
* Earned a cumulative grade point average of 2.75 or higher on a 4.0 scale OR a grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credit completed;
* Earned a minimum of 45 semester hours of course work;
* Achieved the KY EPSB required passing scores on the Praxis CASE tests administered by the Educational Testing Service (ets.org) with the current minimum scores:
  - Core Academic Skills for Educators: Reading (5712)- 156
  - Core Academic Skills for Educators: Writing (5722)- 162
  - Core Academic Skills for Educators: Mathematics (5732)- 150

To achieve admission to the teacher education program, a candidate must have successfully completed all of the above plus the following:
* Earned 60 semester hours of course work;
* Earned a cumulative grade-point average of at least 2.75 on a 4.00 scale OR a grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credit completed;
* Earned at least a “B” in ENG 291 or equivalent;
* Earned at least a “B” in CMST 101 or equivalent;
* Earned at least a “C” in EDU 300, EDU 305, EDU 313, and EDS 360 or equivalent
* Earned a “P” in the Admission Field Experience course (EDU 303, EDU 307, EDU 309, EDU 311, or EDU 334).

*Demonstrated the following skills: critical thinking, communication, creativity, and collaboration, as follows:
  - **Communication**: Completion of CMST 101 and ENG 291 with a grade of “B” or better;
  - **Creativity**: Completion of any course under "Culture & Creativity: Arts and Humanities" with a grade of “C” or better;
  - **Critical Thinking**: Completion of any course under "Scientific & Quantitative Inquiry: Natural Science OR Mathematics & Statistics" OR any course from "Self & Society: Individual and Society" with a grade of “C” or better;
  - **Collaboration**: Completion of Admissions Field Experience, EDU 311, with a grade of “P”;*  
  * Signed a curriculum contract;
  * Completed an approved ePortfolio during the Admission Field Experience;
  * Received approval of the teacher education committee.

**A. Admission Semester**

Once candidates have met the above described criteria, they may enroll in the Admission Field Experience course, EDU 311. Teacher candidates complete at least 50 hours in their assigned school during the admission field experience. The courses included in the Admission Semester focus candidates’ attention on reading about and critically analyzing many dimensions of professional education. In addition, through field placements, candidates have the opportunity to observe and collaborate with biology teachers in specific school activities and experiences. The courses included in the Admission Semester are listed below. Co-requisite courses to the EDU 311 Field Experience are noted. If the course is not designated as a co-requisite course, then it may be completed before enrolling in EDU 311.

- EDU 300 Human Growth and Development - 3 semester hours
- EDU 305 Introduction to Education - 2 semester hours
- EDU 311 Admission Field Experiences for Secondary Grades - 2 semester hours
- EDU 313 Computer Applications for Teachers - 2 semester hours – **Co-requisite with EDU 311**
- EDS 360 Children with Exceptionalities in the School - 3 semester hours- **Co-requisite with EDU 311**
In the Admission Semester, teacher candidates complete at least 50 hours in their assigned school. Activities are structured to ensure that teacher candidates are fully integrated in the school setting. For example, to help them begin to better understand the diversity of school populations, candidates are asked to: 1) look for strategies teachers use to effectively teach diverse populations, 2) study and identify growth patterns and distinctive behaviors across cultures, and 3) discuss cultural patterns in society and how these patterns have altered the ways schools are organized and instruction is delivered. Candidates grow in their knowledge of multiple assessments through: 1) an introduction to standardized assessment and state accountability, 2) an introduction to the Kentucky Teacher Standards, 3) assisting teachers as needed during their hours in the school, and 4) working with students individually and in small groups. Intellectual vitality is promoted as candidates gain a framework from which to view education. The candidates use professional knowledge related to educational philosophies, school structures, human growth and development, and field experiences to build their own philosophies of education. Productive membership in a professional community is stressed by asking candidates to observe interactions in schools where they are placed, contact area agencies which impact the study and application of Human Growth and Development, and observe and evaluate governance patterns in the schools where they are placed. Candidates learn about technology and its importance in the classroom and workplace through the EDU 313 class. Candidates are asked to review and learn to use technology hardware and software and develop class projects that require the use of computer probes and internet communications.

During the admission semester, field experience candidates are introduced to the college’s Code of Ethics as well as the state of Kentucky’s Professional Code of Ethics. Candidates are required to read and sign each Code of Ethics, indicating their understanding and agreement to adhere to the codes. Candidates are required to electronically sign a copy of each Code of Ethics in their Foliotek ePortfolio, which is one of the criteria candidates are evaluated on for successful completion of their admission semester ePortfolio.

Candidates are typically placed in a diverse school with a certified PK-12 clinical educator for a minimum of 50 hours. The university and PK-12 clinical educators collaborate to provide meaningful experiences, enabling candidates to meet NKU program requirements and Kentucky Teacher and NCTE Standards. The field experience for all English education candidates in the Admissions Semester is designed to provide experiences related to the courses in the block. To advance to Professional Semester I, teacher candidates must successfully complete all Admissions Semester requirements and receive a satisfactory dispositions’ evaluation from the PK-12 and university clinical educators, as well as a satisfactory ePortfolio evaluation from the university clinical educator.

B. Professional Semester I
Once candidates complete the Admission Semester and meet all requirements for admission to the English Education Program, they enroll in Professional Semester I. The purpose of Professional Semester I is to continue to assist the teacher candidate toward mastery of the Kentucky Teacher Standards, NCTE Standards, and other NKU program requirements. Specifically, Professional Semester I focuses on the development of knowledge and skills for adapting instruction for children with disabilities, exploring various individual and group management techniques, and understanding the foundations of the secondary education level.
The courses included in Professional Semester I are:

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<th>Course Code</th>
<th>Credit Hours</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 319</td>
<td>1</td>
<td>Classroom Climate Management: Secondary</td>
</tr>
<tr>
<td>EDS 324</td>
<td>3</td>
<td>Instructional Planning for Inclusive Secondary Classrooms</td>
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<tr>
<td>EDU 324</td>
<td>2</td>
<td>Fundamentals of Secondary Education</td>
</tr>
<tr>
<td>EDU 393</td>
<td>2</td>
<td>Secondary Field Experience I</td>
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This field experience is coordinated with coursework so candidates have the opportunity to implement and evaluate many of the recommended practices. In EDU 393 Secondary Field Experience I, NKU teacher candidates are assigned to their cooperating teachers for six hours per week in two three-hour blocks. During the first few weeks, they are instructed to observe and get to know the students and their PK-12 clinical supervisors. They are asked to learn as much as they can about course content, appropriate instructional strategies, classroom organization and management, and the school rules and polices during this time. Teacher candidates also look for ways they can be helpful to their PK-12 clinical supervisors (i.e., working with individuals or small groups, grading, helping to prepare materials, etc.). They also begin planning and co-teaching short segments of the lessons with their PK-12 clinical supervisors in preparation for the time they are ready to co-teach a full lesson. One week of the semester is designated as an “immersion” week, when teacher candidates report daily (for three hours) to their PK-12 clinical supervisors. During this period, they are expected to co-teach daily.

In addition, during Professional Semester I and/or II, English education candidates complete the required literacy course, either EDU 304: Reading and Writing Across the Curriculum: Middle Grades or EDS 530- Reading in the Junior and Senior High School. Teacher candidates also complete two methods courses: ENG 535, Teaching High School Writing and ENG 537, Teaching High School Literature. The English secondary education track culminates in an upper division capstone experience. Teacher candidates may pursue deeper study and practice in an area of their own interest (for example, in a creative writing project or a research project exploring a particular author, genre, or period in greater depth).

We are especially proud that our preparation in pedagogy consists of two courses in teaching methods—one for the teaching of writing and another for the teaching of informational texts and literary texts with analysis that is not only literary but also rhetorical. Although the areas of English—writing and textual analysis—are interrelated, each individual area is also sufficiently extensive in its content and pedagogies to warrant its own methods course. This difference has long been observed in university English departments throughout the United States, where the disciplines within writing studies (composition, rhetoric, creative, business/technical) and literary study are considered separate disciplines—each one having its own professional organizations and specialists.

**ENG 535 TEACHING HIGH SCHOOL WRITING**

This course develops the teacher candidate’s knowledge of the concepts and methods of teaching writing and grammar at the middle and high school levels. The goal is for the teacher candidate to acquire or extend the knowledge and skills to design, teach, and assess instructional units. This class engages teacher candidates in activities to model the kinds of learning experiences that they will create for their own students. They leave this course with principles they can apply and strategies they can implement in their clinical teaching experience and their teaching career. This class functions as a seminar with collaboration, sharing of work, workshops, and participation in hands-on activities to engage future English teachers in the kinds of lessons that they will create for their own students.
The teaching experiences of the members of this class might vary broadly. Some students are pre-service teachers (undergraduates earning BA credit & graduates earning MAT/MA credit for licensure). A much smaller number are in-service teachers (graduate students who are certified teachers earning graduate credit for promotion in rank). Therefore, instruction is differentiated. We survey major concepts and practices in composition pedagogy to provide an introduction for those with less experience and a review for those with much experience. At the same time, those with more experience engage in more advanced readings of works of scholarship in the profession, which enable them to learn about theories that inform practices in the field of composition pedagogy.

The student in ENG 535 will . . .

1. Be introduced to (explore) theoretical issues in writing pedagogy for secondary students;
2. Acquire a (wide) range of teaching strategies in writing and grammar appropriate for secondary school students;
3. Develop (increased) competency in responding to and assessing the writing of high school students;
4. Develop (increased) competency in planning a high school writing curriculum and assessment.

The Student Learning Outcomes above are accomplished and assessed with the following projects. Activities & Responses to Textbook and Article Readings: For every chapter or article, students write formal responses that do the following:

- Summarize the article or chapter, identifying its major points;
- Identify points that surprise you and/or interest you and/or confuse you, and explain;
- Identify a point that you agree with and/or disagree with, and explain;
- Consider how you could apply the information to your own teaching;
- Make use of brief quotations from the reading to support your observations & opinions;
- Be well organized, edited for clarity, and free of grammatical errors; and
- Cite and document the article consistently and correctly in MLA format.

**Literacy Memoir:** For initial exploration of experiences and attitudes, pre-service students write their own literacy memoir to explore where their ideas about writing instruction come from. Then, applying concepts in writing pedagogy, they consider how they will approach writing instruction as teachers. In-service graduates use Peter Smagorinsky’s system of self-reflection for teachers to write a reflection on how their teaching experiences inform their current and future expectations and approaches to the teaching of writing. We take these memoirs through a process of drafting, peer review, conferencing, and revision to model the kind of processes teacher candidates will use with their own students.

**Mini-Lesson:** This assignment has three parts: (1) The teacher candidate creates a mini-lesson plan with materials for one particular activity; (2) The teacher candidate demonstrates this lesson, using our class as their “students.” The class provides feedback that can be used for revision.

**Grammar Lesson:** The teacher candidate designs a brief, focused activity that is based on the principle of teaching grammar in the context of writing instruction. Their plan must use CoNCTEnce Weaver’s *Grammar Plan Book* as a guide and must include use of technology to demonstrate a concept in grammar.

**Lesson Plan / Critical Response:** *Pre-Service Students* use a template (the Kentucky Teacher Work Sample) to include the following in their lesson plan: Title of lesson/activity, list of learning objectives, connection to Common Core State Standards, prior knowledge students need for the lesson, list &
description of learning activities/strategies, list of materials/resources/technology, description of how instruction will be differentiated for students with diverse needs, and assessment plan. Handouts & other materials listed in the lesson plan should be included. To prepare for this lesson plan development, they also read and, using the clinical experience rubric, evaluate the lesson plans of previous teacher candidates. In-Service Graduates who have experience developing lesson plans may locate an article about teaching a concept, skill, or type of writing from a publication such as English Journal. Then in a presentation to the class, they summarize this article and identify its major points, and they explain how this article offers a way of teaching a particular concept or skill.

**Unit Plan:** This project asks the teacher candidate to design an instructional unit that incorporates and reflects the concepts of writing pedagogy encountered in this course. To prepare, they read and evaluate the teacher work sample of a previous teacher candidate. They develop a detailed script of writing activities and teaching practices leading up to one major writing project for students in grades 7-12. This unit plan cannot be combined with the unit plan for ENG 537 because the pedagogies are so different.

**Teacher Scholar Project:** A teacher-scholar project applies a researched area of interest to the work of a classroom teacher. This project CAN be combined with the teacher-scholar project in ENG 537. Pre-Service Students create a curriculum proposal for a course that they would like to teach. In-Service Graduates explore an area of interest in the theory and pedagogy of writing instruction. For topics, they are invited to ask the question: What would be most useful or relevant to your professional life right now? The result will be a research paper suitable for presentation in your school district or a professional conference.

**ENG 537 TEACHING HIGH SCHOOL LITERATURE**

This course develops the teacher candidate’s knowledge of the theories and practices of teaching high school literature. They develop a repertoire of strategies (other than lecture) for planning and teaching engaging lessons and units in the various genres. This class engages the teacher candidate in activities to model the kinds of learning experiences that they will create for their own students. They leave this course with principles they can apply and strategies they can implement in their clinical experience and teaching career. This class functions as a seminar with collaboration, sharing of work, workshops, and participation in hands-on activities to engage class members in the kinds of lessons that they will create for their own students.

As in ENG 535, the teaching experiences of the members of this class might vary broadly. Some students will be pre-service teachers (undergraduates earning BA credit & graduates earning MAT/MA credit for licensure). Some will be in-service teachers (graduate students who are certified teachers earning graduate credit for promotion in rank). Therefore, instruction is differentiated. Therefore, we survey major concepts and practices in literature pedagogy to provide an introduction for those with less experience and a review for those with much experience. At the same time, those with more experience will read works of scholarship in the profession, which enables them to learn about theories that inform practices in the field of literature pedagogy.

The student in ENG 537 will . . .

1. Be introduced to (explore) theoretical issues in literature pedagogy for secondary students;
2. Acquire a (wide) range of teaching strategies in literature that are appropriate for secondary students;
3. Develop (increased) competency in planning literary curriculum, instruction, and assessment for secondary students;
4. Develop (increased) competency in selecting texts and developing high school reading programs.

The Student Learning Outcomes above are accomplished and assessed with the following projects.

**Responses to Textbook and Article Readings:** For every chapter or article, students write formal responses that do the following:
- Summarize the article or chapter, identifying its major points;
- Identify points that surprise you and/or interest you and/or confuse you, and explain;
- Identify a point that you agree with and/or disagree with, and explain;
- Consider how you could apply the information to your own teaching;
- Make use of brief quotations from the reading to support your observations & opinions;
- Be well organized, edited for clarity, and free of grammatical errors; and
- Cite and document the article consistently and correctly in MLA format.

**Reading Memoir:** *Pre-Service Students* write their own memoir to explore the origins of their love of reading, their inspiration to teach literature, and their ideas about teaching informational and literary texts. *In-Service Graduates*, like the pre-service students, write their memoirs to explore the origins of their love of reading, their inspiration to teach literature, and their ideas about teaching informational and literary texts. But rather than considering how they will approach instruction, they reflect on their current practices and future goals.

**Lesson Plans / Critical Response:** The teacher candidates design and present lesson plans in three genres of their choice. They read and evaluate a prior teacher candidate’s lesson plan, using the clinical experience rubric. *Pre-Service Students* use a template (the Kentucky Teacher Work Sample) to include the following in their lesson plans: Title of lesson/activity, list of learning objectives, connection to Common Core State Standards, prior knowledge students need for the lesson, list & description of learning activities/strategies, list of materials/resources/technology, description of how instruction will be differentiated for students with diverse needs, and assessment plan. Handouts & other materials listed in the lesson plan should be included. *In-Service Graduates* also create lesson plans—choosing those genres they are most interested in developing. However, they replace ONE lesson plan with a critical response. They are asked to locate an article on teaching a concept in literature or a work of literature from a publication such as *English Journal*. Then in a presentation to the class, they summarize this article and identify its major points and explain the teaching approach it presents.

**Unit Plan:** After reading and evaluating a prior teacher candidate’s Teacher Work Sample, students design a full instructional unit for grades 9-12 that incorporates and reflects the concepts of literature pedagogy presented in this course. Their unit focuses on one of the three major genres (poetry, novel, drama). Additionally, it will incorporate complementary genres (nonfiction, short fiction, film) to achieve more creative lesson plans and Common Core coverage. This unit plan cannot be combined with the unit plan for ENG 535 because the pedagogies are so different.

**Teacher Scholar Project:** A teacher-scholar project applies a researched area of interest to the work of a classroom teacher. This project can be combined with the teacher-scholar project in ENG 535. *Pre-Service Students* create a curriculum proposal for a course that they would like to teach. *In-Service Graduates* explore an area of interest in the theory and pedagogy of literary instruction. To decide on topics that have the greatest practical use and relevance, they are asked the question: *What would be
most useful or relevant to your professional life right now? The result will be a research paper suitable for presentation in your school district or a professional conference.

ENSURING KAS ALIGNMENT IN THE METHODS COURSES
Every activity plan, lesson plan, and unit plan project assigned in the teaching methods courses requires candidates to:
(a) articulate student learning objectives,
(b) align those objectives with Kentucky Academic Standards,
(c) plan pre-assessment, formative assessment, and summative assessment of the objectives and standards, and
(d) plan instructional strategies to achieve the objectives and standards.
The teacher candidates are given an assignment requiring them to read a former student teacher’s lesson plan and Teacher Work Sample, which they evaluate using the clinical experience lesson plan and TWS evaluation rubrics. Every activity plan, lesson plan, and unit plan project assigned in the teaching methods courses requires candidates to use of the Teacher Work Sample / KTIP templates. In addition, candidates must write rationales for every lesson and unit plan to explain how their instructional strategies align with their objectives and with best practices in pedagogy.

C. Professional Semester II
Following the completion of Professional Semester I candidates may enroll in the second professional semester. The courses in Professional Semester II are:

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<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 325</td>
<td>2</td>
<td>Educational Assessment Secondary Schools</td>
</tr>
<tr>
<td>EDU 396</td>
<td>2</td>
<td>Secondary Field Experience II</td>
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In EDU 396 Secondary Field Experience II, NKU teacher candidates are assigned to their cooperating teachers for six hours per week in two three-hour blocks. During the first few weeks, they are instructed to observe and get to know the students and their PK-12 clinical supervisors. They are asked to learn as much as they can about course content, appropriate instructional strategies, classroom organization and management, and the school rules and polices during this time. Teacher candidates are asked to look for ways they can be helpful to their PK-12 clinical supervisors (i.e., working with individuals or small groups, grading, helping to prepare materials, etc.). After this initial orientation period, teacher candidates co-plan and co-teach with their PK-12 clinical supervisors. Two weeks of the semester are designated as “immersion” weeks, when the teacher candidates report daily (for three hours) to their PK-12 clinical supervisors. During this period, they are expected to co-teach daily in preparation for their clinical experiences.

Candidates in Professional Semester II implement a series of lessons designed to promote candidates’ mastery of the Kentucky Teacher Standards and English education students’ mastery of the Kentucky Academic Standards. Candidates design instruction in their content area, based on the Kentucky Academic Standards. They implement lessons in their field experience and reflect on their teaching and impact on student learning. During this semester, candidates again take classes in a cohort and collaborate with peers and clinical educators to plan, implement, and evaluate lessons and units. Technology is used throughout the semester to locate instructional resources and use content related software. Assessment is addressed through discussion of norm-referenced and criterion-referenced tests, summative assessment, formative assessment, pre-assessment and self-assessment, as well as interpretation of assessment data. As in Professional Semester I, the PK-12 and university clinical educators evaluate the English education candidates on the quality of their lesson plans, teaching ability, and dispositions. The same EPP-wide assessment rubrics are used for the evaluations and uploaded in
Foliotek. At the end of the semester candidates again update their Foliotek ePortfolio with a reflection of the current semester and corresponding artifacts. Foliotek documents are evaluated by the university clinical educator using the ePortfolio evaluation rubric.

D. Clinical Experience Semester
Professional Semester III is the candidate’s student teaching semester and they enroll in the following course: EDU 496 Clinical Experiences in the Secondary School (12 semester hours).

As candidates move through the English education program, they complete requirements in their Foliotek ePortfolio each semester. The ePortfolios are reviewed and checked by the candidates’ university clinical educators at the end of each semester. The candidates cannot move to the next professional semester unless they have met the ePortfolio requirements. The requirements for the ePortfolio include several criteria, such as identifying and uploading artifacts, writing a semester reflection and documenting the EPSB requirements for field experiences (e.g., completing 200 field experience hours, observing in schools, and working with students from diverse backgrounds). In addition to the semester checks, each candidate’s Foliotek ePortfolio and academic records are reviewed by the coordinator of clinical experiences to determine if they have met all entrance requirements for the clinical experience semester.

These requirements include the following:
- Clinical experience application, with medical exam and background check
- At least 200 field experience hours
- Observations in schools
- Observation in related agencies including Family Resource Centers or Youth Service Centers
- Student tutoring
- Interactions with families of students
- Attendance at school board meetings
- Attendance at school-based council meetings
- Participation in a school-based professional learning community
- Opportunities to assist teachers or other school professionals
- At least one diverse placement
- Working with students with Socio-Economic Diversity
- Working with Students with Disabilities
- Working with students who are English Language Learners
- Working with students with Racial/Ethnic Diversity, from a minimum of 2 different ethnic or cultural groups
- Engagement with elementary, middle school, and secondary students
- 2.75 overall GPA
- 2.75 pedagogy GPA
- 2.75 content GPA
- Completed all required coursework

If the candidate meets all of the above requirements, they meet with the coordinator of clinical experiences to finalize their admission to the clinical experience semester. The coordinator of clinical experiences then begins to work on placing the candidate in approved placements. English education candidates are placed in a secondary school for sixteen weeks. A final check of the above criteria is made at the end of the semester PRIOR to beginning the clinical experience.
Once enrolled in the clinical experience, candidates are engaged in co-teaching for an entire school day, five days per week, for a period of 16 weeks. The candidates are required to work with PK-12 students for the semester and teach lessons aligned to the Kentucky Academic Standards. If the candidate’s clinical experience is in either Ohio or Indiana, the candidate also aligns his/her instruction to meet the standards established by that state. During the clinical experience semester the candidate is assigned to a PK-12 clinical educator within a 50-mile radius of NKU.

With the guidance of their PK-12 and university clinical educators, candidates are required to demonstrate competency in meeting all of the Kentucky Teacher Standards and the NKU program requirements. Candidates are required to complete a teacher work sample during the first eight weeks of the clinical experience semester. The cornerstone of the teacher work sample is the candidates’ analysis of their respective students’ pre- and post-assessment data. Candidates analyze and reflect on the data to determine the impact their instruction had on PK-12 student learning and state what steps they will take to improve student learning during future instruction. Candidates analyze data for the entire class in addition to at least one identified gap group within that class. During the last eight weeks of the student teaching semester, candidates complete a leadership project to meet Kentucky Teacher Standard 10. Once this project is approved by the clinical educators the candidate plans, implements, and analyzes the data to determine the impact the project had on PK-12 student learning.

At specified times during the clinical experience, candidates’ knowledge, skills, and dispositions are evaluated by both the PK-12 clinical educator and university clinical educator using performance-based criteria. Candidates must successfully complete all clinical experience requirements, receive an acceptable rating on his/her Foliotek portfolio, and receive a satisfactory dispositions evaluation by the university clinical educator in order to successfully complete the clinical experience. At specified times during the clinical experience, candidates’ knowledge, skills, and dispositions are evaluated by the PK-12 and university clinical educators using performance-based criteria. Candidates are formally observed at least four times by their university clinical educator and at least twice by their PK-12 clinical educator. Both clinical educators complete the lesson plan and lesson implementation rubrics, as part of their evaluation of the candidate, and submit their evaluations to Foliotek for candidate review and program data analysis. Both rubrics have been aligned to the KTS, InTASC, and KFFT standards. The PK-12 and university clinical educators also evaluate the candidate on his/her dispositions using the Disposition Survey, which is aligned to KTS, InTASC, and KFFT standards. The Disposition Survey is submitted to Foliotek for candidate review and program data analysis. In addition to the above, candidates are required to submit and successfully complete all of their Foliotek requirements, which include a semester reflection that is aligned to the KTS. Once the candidate has successfully completed all of the clinical experience requirements they are eligible for graduation from the program.

**English Education Continuous Improvement**

This section describes revisions and innovations implemented in the English Secondary Education track since the previous program review in 2010.

**INNOVATION #1**

NEW REQUIREMENTS: ENG 250 (INTRODUCTION TO ENGLISH STUDIES) & ENG 450 (CAPSTONE)

All English Secondary Education students are now required to complete these courses, which aligns the program with the requirements of all other English majors.

**INNOVATION #2**

DEVELOPMENT OF ENG 535 (TEACHING HIGH SCHOOL WRITING) & ENG 537 (TEACHING HIGH SCHOOL LITERATURE)
The two methods courses used to be separated into 300-level undergraduate and 600-level graduate courses (the graduate courses were populated mostly with MAT students who had no teaching experience). Because most of the students at both levels are not yet certified teachers with experience (with a few exceptions), we have created these new 500-level courses (with differentiated instruction for the few MA students who do have teaching experience).

**INNOVATION #3**

**COLLEGE CAREER READINESS IN METHODS COURSES**

Each methods course now concludes with a guest presentation by an English professor to inform the students about the expectations of college-level writing and general education literature courses. We are introducing our teacher candidates to this information so they can help their future high school students prepare more effectively for the ACT and college-level work.

**INNOVATION #4**

**MODEL LESSON PLANS AND UNIT PLANS WITH INTRODUCTION TO CLINICAL EXPERIENCE RUBRICS**

As they embark upon designing their own lesson plans and unit plans, teacher candidates in the methods courses are assigned to read, analyze, and using the clinical experience rubrics, evaluate the lesson plans and teacher work samples of previous teacher candidates.

**INNOVATION #5**

**COLLABORATION WITH LOCAL HIGH SCHOOLS TO TEACH ASSESSMENT**

To assist the teacher candidates in learning the pedagogical concepts and practices of responding to and grading student work, we are using actual high school student writing in collaboration with local grade 9-12 teachers.

**INNOVATION #6**

**TEACHER SCHOLAR PROJECTS**

These projects enable students to be innovative in creating proposals for entire course that integrate the best of pedagogies in writing, informational texts, and literary texts. Graduate students use these projects to research issues of importance in their school districts or schools. The goal is usefulness and relevance to the teacher candidate’s future or current teaching position.

These Teacher-Scholar Projects have resulted in professional publication for several of our students. Five of our secondary education (BA & MA) students and alums were published in the Spring 2016 edition of the *Kentucky English Bulletin*, the journal of the Kentucky Council of Teachers of English and Language Arts. Their article is titled, "Teacher-Scholar Projects: An Invitation to Research for Pre-Service Teachers." This article emerged from their projects in the teaching methods courses. In the article, Sarah Webster described her redesign of the library and media center at Dayton High School to promote student literacy. Julie Stockman explored maker-space pedagogy as a vehicle for writing instruction. Shelby Loyd proposed video game design as a way to teach narrative writing, which she hopes to implement at Lloyd High School in Erlanger. Kristy Collins explored possibilities for using young adult literature to introduce students to classic literature at Ludlow High School. Kaycee Dolwick proposed using photography as a vehicle for writing instruction.

**GOAL**

The requirements for the English Secondary Education track of the English major are more complex than the requirements of the other tracks. As a result, improved and updated advising are always needed. Our goal is to provide professional development for the faculty advisors in English so we can best meet the needs of our majors.
**EPP Wide Continuous Improvement**

Data are systematically collected, analyzed, monitored, and reported within each education program and across the EPP. Prior to the start of each academic year, the associate dean and the technology coordinator generate reports from the data housed on the NKU Student Information System (SAP), Survey Monkey database, and the Foliotek assessment system. Those reports, as well as reports from Educational Testing Services (ETS) and the Kentucky Education Professional Standards Board (EPSB), are then shared with faculty during the fall semester to initiate the continuous improvement and reporting cycle.

During the first step in the cycle data are summarized by the associate dean, who also serves as the data coordinator, and then analyzed by program faculty and stakeholders. Faculty in each program review and discuss data at their monthly program meetings to determine strengths and areas for growth in developing teacher candidates who positively impact PK-12 student learning. Possible changes are regularly reviewed with external advisory committees and include such items as course or curriculum changes and additional or revised assessment rubrics.

After program level analysis, the process moves to an EPP wide process through the Teacher Education Committee (TEC). The TEC, comprised of internal and external stakeholders, meets monthly to review and discuss various items, including EPP wide data included on the agenda. Finally, at the end of the academic year, the dean, associate dean, department chair, and a representative from each program serve on the Quality Assurance Committee to review and discuss program data. Each program representative develops a Quality Assurance Report which is then reviewed by the Quality Assurance Committee (QAC) during its annual meeting. Based on the most current data, the QAC discusses findings and makes recommendations for EPP wide changes for the upcoming academic year, thus closing the continuous improvement loop. All program and EPP wide data are displayed on the College of Education and Human Services’ (COEHS) website through its Education Data Dashboard, and disseminated to all internal and external stakeholders. The data dashboard, comprised of data from Foliotek, Praxis, Survey Monkey, and SAP, allows for disaggregation of data by specialty licensure area and other dimensions.

Examples of EPP wide changes over the past three years include the following:

- Review and revisions to the Professional Dispositions Survey;
- Review and revisions to the Lesson Plan Evaluation rubric;
- Review and revisions to the Lesson Implementation Evaluation rubric;
- Tagging all rubrics with CAEP, InTASC, KTS, and KFFT standards;
- Development and implementation of literacy rubric;
- Development and implementation of technology rubric;
- Development and implementation of clinical experience reflection rubric;
- Development and implementation of protocol to determine inter-rater reliability of final clinical experience observation;
- Development of content validity, using the Lawshe method, of various evaluation rubrics;
- Revision of the Teacher Work Sample data analysis spread sheet; and
- Development and implementation of program advisory committees.