**English Secondary Education   
Program Review 2017  
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**This document consists of the following two sections:**

Part I: Knowledge of Subject and Pedagogy   
This section summarizes the experiences and courses our program offers that enable our teacher candidates to achieve the expected standards of knowledge in English content and pedagogy. Below we describe the sequence of courses in the English Secondary Education track. We describe the goals, objectives, and assessments of the methods courses in writing and literature.

Part II: Program Continuous Improvement Plan  
This section describes revisions and innovations implemented in the English Secondary Education track since the previous program review in 2010.

**PART I: KNOWLEDGE OF SUBJECT AND PEDAGOGY**

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. Our 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.   
  
During their field experience semester, teacher candidates complete two methods courses: teaching high school writing and 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 Constance 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 fort 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 fort 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.

Please see the attached assignment sheets and templates from the methods courses.

**PART II: PROGRAM CONTINUOUS IMPROVEMENT PLAN**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.

INNOVCATION #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.