<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should a graduate in this major know, value, or be able to do at graduation and beyond?</td>
<td><strong>What assessment tools and/or methods will you use to determine achievement of the learning outcome?</strong> Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</td>
<td><strong>What were the findings of the Analysis Team? List any specific recommendations.</strong></td>
<td>See progress through transition points (<a href="#">Appendix I</a>): Evaluations throughout the program determine whether graduate students continue toward the master’s degree and whether they complete the degree at the end. Rubric designed by member of Assessment Team and used in the last three examinations. (<a href="#">Master’s rubric for oral – Appendix H</a>)</td>
</tr>
<tr>
<td>Demonstrate with greater precision and depth a comprehensive understanding of the work by and about major writers of English, American, and young adult literature. (There are separate syllabi for ENG 555 &amp; 556, and other ENG courses—NCATE requirement-- the English department requires graduates to write papers in greater depth, use theory, and to create annotated bibliographies.)</td>
<td>1. Oral comprehensive exam. Three professors, the committee, examine the candidate who has finished the requirements or is completing the requirements in the semester orals are administered. Content coverage ensured by Minimum Reading List for the M.Ed. in English (<a href="#">See Appendix G</a>). 2. The committee uses a rubric (<a href="#">Appendix H</a>) to evaluate the candidate immediately after the completion of the oral examination. After the committee rates the candidate, the candidate is advised whether the performance was passing or failing.</td>
<td>For findings, see progression of candidates through transition points tabulated at the end of Spring 2006 on 15 students in the program: 6 have not met entry requirements; 8 have satisfied entry requirements; 1 followed a remediation plan to prepare for courses; 1 was dismissed from the program for plagiarism; 2 passed oral comprehensive exams.</td>
<td></td>
</tr>
</tbody>
</table>

While examining papers assigned to be written in MLA style, the graduate faculty noticed that candidates’ documentation formats were inaccurate, so they informally discussed the problem and agreed to MLA consistency in this expectation for papers written within the program. ([Dr. Susan Ford, Dr. Bill Spencer, Dr. Sarcone, Ms. Dorothy Shawhan, and Dr. Marilyn Schultz](#)) Their advisor, Ms. Shawhan, also personally discussed this
<table>
<thead>
<tr>
<th>Demonstrate familiarity with various critical approaches to literature and proficiency in critical analysis of literature, using MLA documentation formats as needed.</th>
<th>Essay exams and critical analysis essays examined by Assessment Team. Graduates must demonstrate competency in constructing a critical essay prior to entering the program, and three people evaluate it.</th>
<th>Graduates tend to perform well critically analyzing literature as reflected in the literature course grades derived primarily from performances on written assignments requiring analysis and application of critical approaches to literature, and more precision is required in explicating the text and the use of MLA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The one student unsuccessful in the entry examination enrolled in a literature course that would provide instruction and direction in</td>
<td>New MLA style manuals purchased for Writing Center and student referrals for personal consultations when evidence of inaccurate documentation arises.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in the use of various methods of teaching literature and composition and applications of theory supporting the methods.</td>
<td>Oral reports and mini-lessons in existing classes, in particular, Grammar for Teachers, Young Adult Literature, Language Development and Writing, and Problems of Teaching English.</td>
<td>Three teachers have submitted principals’ evaluations that indicate competency in teaching (available upon request). Recommend clinical experience to extend reflective practice and broaden opportunities to explain dynamics of classroom observations or interview results in terms of methodologies supported by theoretical applications studied in courses.</td>
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</tr>
<tr>
<td>During the program, expectations are defined within each course for greater rigor, insight, depth, and precision are expected in graduate written assignments.</td>
<td>documentation. One student out of seven did not pass the written entry exam that demands a demonstration of critical analysis. Graduate committee needs to design rubric and common standards for graduate expectations during the courses.</td>
<td>writing critical analyses.</td>
</tr>
<tr>
<td>(See Appendices K, L, M for Sample English 610 assignment and rubric for paper and oral presentation)</td>
<td></td>
<td>Clinical component added to requirements, also to meet NCATE standards. (See Graduate field/clinical portfolio &amp; rubric which follows – Appendix N.)</td>
</tr>
</tbody>
</table>
APPENDIX G

Minimum Reading List for the M.Ed. in English
Delta State University

The oral examination for the M.Ed. will cover the content of all the courses the student has taken; in addition, the student is expected to have read some of the major works of the chief British and American authors. The student is also expected to be familiar with literary periods, genres, and terminology.

The following list of authors and titles is a minimum list. It is intended in the main to guide the students in areas where they have had no formal courses.

BRITISH LITERATURE

THE MIDDLE AGES

*Beowulf* in translation

*Sir Gawain and the Green Knight* (in translation)

Chaucer, *The Canterbury Tales* (“Prologue” and at least three tales)


A mystery or morality play such as *Everyman* or *The Second Shepherds’ Play*

THE RENAISSANCE

Spenser, *The Faerie Queen* (one book) and selected sonnets

Christopher Marlowe, *Dr. Faustus* and selected lyrics

Sir Philip Sidney, *The Defense of Poesia* and selected sonnets

William Shakespeare, representative comedies, tragedies, histories, romances, and sonnets

John Donne, selected lyrics and sonnets

Ben Jonson, selected lyrics

Milton, *Paradise Lost*; selected sonnets; lyrics including “Lycidas,” “L’Allegro,” and “Il Penseroso”; and some prose (such as “Areopagitica” or “Of Education”)

Andrew Marvell, selected lyrics

George Herbert, selected poems from *The Temple*

THE RESTORATION AND THE EIGHTEENTH CENTURY

John Dryden, “An Essay of Dramatic Poesy” and selected lyrics

Swift, selections from *Gulliver’s Travels*, and “A Modest Proposal”

Addison and Steele, *Spectator* (in part)

Pope, *Rape of the Lock* and at least three other of his poems, including an *Essay*

One Restoration play

Novels from two of the following: Behn, Defoe, Richardson, Fielding, Sterne, or Burney

THE ROMANTIC PERIOD

William Blake, selections from *Songs of Innocence and Experience*

Mary Woolstonecraft, selections from *A Vindication of the Rights Of Woman*

Wordsworth, selections from *Lyrical Ballads* (including “Tintern Abbey” and the Preface) and lyrics (including the “Intimations” Ode) and selections from *The Prelude*

Coleridge, “The Rime of the Ancient Mariner,” conversation poems, and selections from *Biographia Literaria*

Byron, *Manfred* or *Childe Harold’s Pilgrimage* (Canto III) and *Don Juan* (selections)

Shelley, lyrics (including “To A Skylark” and “Ode to the West Wind”) and “A Defense of Poetry”

Keats, representative sonnets and odes, and *The Eve of St. Agnes*

Jane Austen, one novel
THE VICTORIAN PERIOD
Dickens, at least one novel such as *Great Expectations* or *Bleak House*
Tennyson, several shorter poems and selections from *In Memoriam*
Browning, several dramatic monologues
Arnold, several shorter poems and prose including “The Function of Criticism…”
Gerard Manley Hopkins, several poems, including “The Windhover”
Oscar Wilde, *The Importance of Being Earnest*
Novels from two of the following: Thackeray, E. Bronte, C. Bronte, Trollope, or George Eliot, or Hardy

THE MODERN PERIOD
George Bernard Shaw, one play
W.B. Yeats, selected lyrics (including “Easter 1916,” “The Second Coming,” and “Lapis Lazuli”)
Dylan Thomas, selected poems
Joyce, *A Portrait of the Artist as a Young Man* or *Dubliners*
W.H. Auden, selected poems
Novels from two of the following: Conrad, Woolf, Lawrence Forster, Huxley, or G. Greene

THE POST-MODERN/CONTEMPORARY PERIOD
Familiarity with at least one poet (recommended are Seamus Heaney, Ten Hughes, Philip Larkin), one novelist (recommended are Doris Lessing, Margaret Drabble, John Fowles), and one dramatist (recommended are Pinter and Beckett)

AMERICAN LITERATURE

COLONIAL PERIOD
Considerable familiarity with writings of at least ONE of these: Captain John Smith, Anne Bradstreet, Jonathan Edwards, Edward Taylor, William Byrd, or Benjamin Franklin

ROMANTIC PERIOD
Irving, “Rip Van Winkle” and “The Legend of Sleepy Hollow”
Poe, some poetry, criticism, and at least three short stories
Emerson, *Nature* and two other essays
Hawthorne, *The Scarlet Letter* and four short stories
Melville, *Moby Dick* and either *Typee*, *Billy Budd*, “Benito Cereno” or “Bartleby, the Scrivner”
Familiarity with the poetry of one of the following: Longfellow, Bryant, Whittier, Holmes, or Lowell
Thoreau, *Walden* (at least three chapters) and “Civil Disobedience”

REALISM/NATURALISM
Whitman, selections from “Song of Myself” and two other long poems
Emily Dickinson, at least twelve poems
Henry James, *Protrait of a Lady*, *The American*, or *The Ambassadors*; at least two of his short stories
Mark Twain, *Adventures of Huckleberry Finn*
At least one novel by ONE of these: Wharton, Dreiser, Lewis, Chopin, or Crane (*The Red Badge of Courage*)

MODERN PERIOD
Hemingway, one novel and some short stories
Faulkner, two novels or one novel and several short stories
Novels by at least TWO of these: Warren, Steinbeck, Glasgow, Cather, Farrell, or F. Scott Fitzgerald, Wolfe or Ellison
Familiarity with the verse of ONE of these: Pound, Robinson, Williams, cummings, or M. Moore, or L. Hughes
Frost, at least ten poems
Stevens, “Sunday Morning” and at least six other poems
At least one play by one of the following: O’Neill, Miller, or Tennessee Williams

POST-MODERN/CONTEMPORARY PERIOD
Familiarity with at least one post-modern poet (recommended are Adrienne Rick, Sylvia Plath, Anne Sexton, Robert Lowell, Mary Oliver, James Wright, Theodore Roethke); and one novelist (recommended are Eudora Welty, Toni Morrison, Alice Walker, Leslie M. Silko, Louise Erdrich, Joseph Heller, J.D. Salinger)

PEDAGOGY
Familiarity with at least two of the following pedagogical texts:
Berthoff, Reclaiming the Imagination
Britton, Language and Learning
Fulwiler, Teaching with Writing
Gere, Roots in the Sawdust
Haugen & Bloomfield, Language as a Human Problem
Miller, Teaching the Art of Literature
Murray, A Writer Teaches Writing
Nemetz, Handbook for Planning an Effective Writing Program
Rosenblat, Literature as Exploration

LITERARY TERMS
M.H. Abrams, A Glossary of Literary Terms
C. Hugh Holman, Handbook to Literature
Chris Baldick, Concise Oxford Dictionary of Literary Terms
APPENDIX H

Master’s Oral Exam in English
Scoring Rubric

Name of Master’s candidate__________________________________________

Date of exam _________________________________

<table>
<thead>
<tr>
<th>Overall result:</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal fluency:</td>
<td>Exemplary</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>British literature Knowledge:</td>
<td>Exemplary</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>American literature Knowledge:</td>
<td>Exemplary</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Terminology Knowledge:</td>
<td>Exemplary</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Pedagogical Knowledge:</td>
<td>Exemplary</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Comments:____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Chair of examination committee: __________________________________________________
Signature

Names of other examiners _______________________________________________________
APPENDIX I

Delta State University English Department
NCATE Report for Master of Education Degree
Assessment Requirements for Master of Education Degree
Transition Points for M.Ed. in English

<table>
<thead>
<tr>
<th>Program Entry</th>
<th>Completion Core</th>
<th>*Completion of Clinical Practice</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate degree in English with 3.0 GPA</td>
<td>Earn 3.0 GPA on first nine English hours of graduate work</td>
<td>Successful Field Experience—required during completion of the program.</td>
<td>Earn 3.0 in major and overall</td>
</tr>
<tr>
<td>Graded writing sample from upper-level undergraduate English course</td>
<td>Technology Assessment Mastery—ELR 605</td>
<td>Successful Clinical Practice—internship required during completion of the program.</td>
<td>Pass an oral/and or written comprehensive exam</td>
</tr>
<tr>
<td>Complete a written exam that demonstrates ability to analyze literature—two faculty members evaluate the exam as pass/fail.</td>
<td>Diversity—EPY 601</td>
<td>Evidence of ability to plan and impact student learning or create an environment where learning is conducive—during the program.</td>
<td>3.0 Cumulative GPA</td>
</tr>
<tr>
<td>And orientation with Graduate Committee within first semester/reading list</td>
<td>Dispositions Assessment—ELR 605</td>
<td>Diversity Assessment—reflect on diverse settings—during the program</td>
<td>Completion of all program requirements</td>
</tr>
<tr>
<td>Must satisfy full admission requirements within first 15 hours of graduate credit</td>
<td></td>
<td>Dispositions Assessment—at the end of the program</td>
<td></td>
</tr>
</tbody>
</table>

*When entering the program, each student will be provided a folder of expected field and clinical experiences, need for evidence of ability to plan and impact student learning or create an environment where learning is conducive, the diversity assessment expectations, and the dispositions assessment. Technology, diversity and dispositions are assessed where indicated on this chart.
### APPENDIX J

#### Progress of Candidates through Transition Points
for the Master of Education Degree in English

**Spring 2006**

<table>
<thead>
<tr>
<th>Program Entry Requirements Not Satisfied</th>
<th>Program Entry Requirements Satisfied</th>
<th>Recommended to Follow Remediation Plan</th>
<th>Dismissed from the Program/Entry Requirements Not Met/Plagiarism</th>
<th>Scheduled to Take Oral Comprehensive Exam Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>1</td>
<td>*2</td>
<td>**2</td>
</tr>
</tbody>
</table>

*These two are also included in the total of those who have not satisfied entry requirements.

**These two are included in the total of those who have satisfied entry requirements.
This project is intended to prepare you for entering your classroom this fall with research-based strategies for teaching English. Each student will consider some problem that would be both beneficial or useful in the classroom and interesting to explore. After identifying a problem, you will describe the problem and provide a theoretical rationale for an instructional strategy for improving the situation. The paper that describes the class, explains the problem, and provides some instructional strategy for engaging students in their own literacy development should be 7-10 pages long in MLA format; it may be longer but not shorter.

1. The description of the problem may include your teaching context or your anticipated teaching context. How many students do you generally have in each class? You will describe your students. What challenges have you encountered in literacy instruction? Do you have reluctant readers? Are parents involved? Free lunches? Are there adequate resources within the school for carrying out your plans? If not, where do you intend to find support for what you need? What scheduling constraints do you have?

2. After you have defined the problem and described your teaching context, you should explain what strategies that you would like to use in resolving the problem. You should be able to explain what theorists in language and/or education provide the conceptual framework that supports the instructional plan. For example, you might say that you agree with Lev Vygotsky, a social constructivist, who believes that students learn best when they interact with others and when they are using language skills in problem-solving, etc. Students must be able to put their learning into their own words. Nancy Atwell, Janet Emig, Robert Probst, James Moffett, Jean Piaget, Kenneth Bruffee, John Timbur, Mike Rose, Louise Rosenblatt, Erik Erikson, or other theorists that you have encountered in your readings may help support your plan. You can also cite some that you have studied in psychology of learning courses.

3. As you read articles related to your identified problem, you should take some notes. These notes will be useful in your creating an annotated bibliography that may be helpful when you review for your comprehensive exams or when you do other research. Create your annotated bibliography in MLA format. Your annotated bibliography may include more sources than you use in your paper. It should have at least 15 sources that you can either categorize under reading, writing, grammar, speaking, cooperative learning, psychology, etc. or arrange in alphabetical order. Why is teaching in context important? (The annotated bibliography is a separate assignment.)
4. After you have created your conceptual framework, explain when you intend to carry out the plan. At the beginning of the year? After or before studying a certain unit? What problems do you anticipate in carrying out your plan? What preventive measures do you intend to use for any anticipated problems?

5. The preventive measures may include orientation for small group instruction. Begin small. Or it might be a special project that engages their interest...creating something, multimedia representations, etc. It might be managing how students are situated in the room, differentiated tasks within the classroom, connecting the task to personal experience (situated cognition), etc.

6. What evaluation measures will you implement to assure that students participate and demonstrate accountability for whatever standards you are teaching? This may mean that you walk around with a clipboard and take notes on participation. You may also create standards with the students. How should we evaluate your success in understanding X or participating in the group? They can give you some criteria similar to what you would choose. Self-evaluation is also valuable for students.

7. As with any good paper, come to some conclusion about all this. What do you think is important in carrying out your plan? What will determine its success?

Oral Presentation:

1. Share problem identified with the class.
2. Explain theories used to build your conceptual framework for the instructional plan.
3. Share handouts that might be used in your instructional plan. For example, you might have rules, questions to be answered, role assignments, project lists, books or topics especially good to use with the plan, etc.
4. How will you evaluate the success of your plan? Students?
5. If it is successful, do you see how the strategy might be generalized to other areas of the language arts?
6. Conclude something about all of this.

I will ask for your paper the week prior to end of semester or Friday, July 28. This will enable me to evaluate and to return your paper prior to the end of the semester.

Two people will give oral presentations each day beginning on Monday, Aug. 31.
# MED in English Paper Scoring Rubric for ENG 610

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between theory and practice</td>
<td>The paper fails to develop adequate links between theory and practice.</td>
<td>An attempt is made to link theory with practice but one or the other may be inadequately discussed.</td>
<td>The paper includes references to both theory and practice. Practical papers make appropriate reference to theory, and theoretical papers make reference to reasonable implications or applications for practice.</td>
<td>The paper clearly connects theory with practice: practical papers are well anchored in theory, and theoretical papers contain a substantial discussion of implications or applications for practice.</td>
</tr>
<tr>
<td>Problem/Context/Challenges/Preventive Measures</td>
<td>Only the problem is mentioned.</td>
<td>The problem may be mentioned and described, and the challenges and preventive measures may be identified, but the discussion is either inadequate or fails to make</td>
<td>The problem is clearly identified and explained within the classroom context; either the challenges or the preventive measures may not be clearly identified and discussed.</td>
<td>The problem is clearly identified and explained within classroom context; the challenges in carrying out teaching strategies and reasonable preventive measures are discussed.</td>
</tr>
<tr>
<td>Scholarship</td>
<td>The paper reflects inadequate scholarship.</td>
<td>The paper reflects adequate scholarship but has frequent lapses.</td>
<td>The paper generally reflects good scholarship with occasional lapses.</td>
<td>The paper reflects sound scholarship. References to other authors and works are appropriate, with well reasoned interpretations.</td>
</tr>
<tr>
<td>Writing</td>
<td>The paper is poorly written and/or organized.</td>
<td>The paper is adequately written and organized but has frequent stylistic infelicities.</td>
<td>The paper is generally well written and organized with occasional stylistic infelicities.</td>
<td>The paper is well written and organized, with few if any stylistic infelicities.</td>
</tr>
<tr>
<td>Formatting/referencing (MLA in-text citations and works cited page)</td>
<td>The paper has severe problems with formatting and referencing.</td>
<td>The paper has frequent errors in formatting and referencing.</td>
<td>The paper has minor errors in formatting and referencing.</td>
<td>MLA formatting style is carefully followed.</td>
</tr>
</tbody>
</table>
### APPENDIX M

**ENGLISH 610 PAPER PRESENTATION EVALUATION**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>A. Content</strong></td>
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<tr>
<td>E.g., reasonable amount of content, appropriate selections from MA paper, balance among literature review/analysis/pedagogical implications, etc.</td>
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<tr>
<td><strong>Comments:</strong></td>
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<td><strong>B. Organization</strong></td>
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<td>E.g., introduction, logical order, appropriate use of time, focus on topic, transitions, conclusion</td>
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<td><strong>Comments:</strong></td>
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<td><strong>C. Interaction</strong></td>
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<td>E.g., answering questions, assessing audience awareness</td>
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<td><strong>D. Use of board/visuals/technology</strong></td>
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<td>E.g., appropriate choice of visuals, clear explanation, useful handout</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td><strong>E. Manner of speaking</strong></td>
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<tr>
<td>E.g., volume, rate, easy to follow, appropriate language</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td><strong>F. Non-verbal</strong></td>
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<td>E.g., eye contact, posture, movement, energy</td>
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<tr>
<td><strong>G. Overall impression</strong></td>
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<td><strong>Comments:</strong></td>
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</tbody>
</table>
APPENDIX N

Division of Languages and Literature /Master of Secondary Education (English 7-12)

Field Experiences and Clinical Practice/Portfolio Requirement

The program requires that you complete 25 hours of field experiences and/or clinical practice. These experiences are intended to help you make connections between the courses studied during the program and teaching practices. Within the framework designed for these field/clinical activities, the requirements tend to be liberal since options are allowed in satisfying the 24 hours of English courses. The course choices are independently determined, and these activities will be chosen to fit your schedule during the program. You will, however, maintain a log of your field/clinical hours, and the log should be signed. In addition to the log, you will also write a report on each activity that you do and relate the activity to your courses. A form outlining the content is provided.

The National Council for the Accreditation of Teacher Education (NCATE) does not automatically count your employment for field experiences and clinical practice. Any paid employment in the schools or with children may not be counted for the field experiences and clinical practice. You are expected to examine teaching and children outside your work routines, although you may participate in the classroom of a colleague. These activities may be completed after school or on weekends.

Field experiences are generally defined as work in the field, e.g. observations, tutoring, meetings, conferences, interviews, case studies, community-based activities with children. On the other hand, opportunities for teaching in classrooms other than your own would be a clinical practice. Some of you may want to teach college in the future, and you may choose to work with one of your professors in planning a class. You may also assume responsibility for teaching a special lesson in a colleague’s class—other than your assigned teaching activities in courses.

The portfolio will include the following in order of presentation and should be submitted to Dr. Marilyn Schultz one semester prior to graduation:

- A small three-ring notebook with your name and anticipated date of graduation and degree
- A resume of your work, education, and professional memberships
- This page with the assignment for your reference
- The page with examples of field experiences and clinical practice
- The log of your activities: activity, date, people involved, and signature of responsible person to verify your work
- Each report on your activities: You should have at least four categories of the activities listed. You should have a variety of experiences. Each experience should be related to your program of study.
- Overall reflection of about two pages evaluating how these activities helped you in connecting theory and practice. This should be placed at the end of your portfolio.
Categories of Field Experiences and Clinical Practice

Observation Only
- Classroom
- Student
- Group

Tutoring (One on One)
- Student on a lesson
- Mentoring student
- After-school tutoring project (community-based)

Meeting
- PTA meeting
- Board of education meeting
- Professional organization meeting (NCTE, MCTE, IRA, etc.)
- Workshop related to teaching

Group Work
- Children in camp
- Extra-curricular activities
- Small classroom group (i.e. writing or reading)
- After-school groups (i.e. Scouts)
- Substitute teaching

Field Research
- Interview a teacher(s), student(s), or administrator(s)
- Conduct a survey
- Case study

Supervised Classroom Teaching
- In a college classroom
- Teach a lesson to a class outside your own

Field Experience and Clinical Practice
Graduate Report Format

Each report should be word-processed and include the following information. The first part will simply state the information requested. The other two parts will be written as a seamless and integrated report on your experience.

I. IDENTIFYING INFORMATION: Include the following identifying information in your report:
- Name
- Connection of experience to specific course
- Number of hours for each
- Semester and Year
- Type of activity: observation, tutoring, meeting, conference, group work, supervised teaching, field research, assessment or other
• Location and grade level (if appropriate) of experience
• Participants

II. BRIEF SUMMARY OF THE EXPERIENCE: Why did you choose this activity? What happened during the experience? How did you plan for the activity? How did you assess the activity? Do you think that you had an impact on student(s)? What evidence do you have to show your effectiveness? If this were a meeting, you would summarize what happened at the meeting.

III. THEORETICAL APPLICATION AND REFLECTION OF VALUE OF ACTIVITY: How is this connected to course content? How is it connected to the College of Education’s Conceptual Framework? How does it relate to your understanding of adolescent development? Classroom management? Are there any connections to language development? Reading? Writing? Assessment? Standards? Interactions? Diversity? Technology? Do you see yourself applying any insights gained from this experience into your own teaching?

Evaluation Guide for Graduate Field/Clinical Experience Portfolio

DISTINGUISHED (4) Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information. There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for reporting field/clinical experiences. The distinguished portfolio will be most noticeable in the quality of the reflections. The summary and the theoretical applications will be detailed and clearly related to a course, standards, and/or the College of Education Conceptual Framework. The candidate will be able to explain more than one connection, e.g. to a course and the conceptual framework or to a course and the IRA/NCTE standards. The final overall reflective piece puts in field experiences in a context for where candidate is in teaching career: What was learned from these experiences? How does candidate anticipate using what was gained from these experiences? There are no disruptive patterns of errors throughout the reports.

SATISFACTORY (3) Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information: There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for reporting field/clinical experiences. The satisfactory portfolio provides adequate details about the experience, and the candidate can clearly connect the experience to at least one course. The final overall reflective piece puts the field experiences in context for where candidate is in teaching career: What was learned from these experiences? How does candidate anticipate using what was gained from these experiences? There are no disruptive patterns of errors throughout the reports.
teaching career. The candidate can explain what was learned from the experiences. There are no disruptive patterns of errors throughout the reports.

**UNACCEPTABLE (0)** Candidate may or may not have followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log may or may not be completed with the required information. The candidate may have fewer than four categories of experiences and/or may have devoted less than twenty-five hours to the experiences. In addition, the candidate may or may not have followed the format for reporting field/clinical experiences. Written reports are not adequate for this project; the reports may be sketchy or have patterns of errors. The candidate must strengthen any weak areas or provide any missing pieces until the portfolio is acceptable.