IPP Learning Outcomes Report

Program: Graduate Certificate – Teaching Composition

Department: English

Number of students enrolled in the program in Fall, 2011: 15

Faculty member completing template: Fiona Glade (2 February 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

The Rhetoric and Composition graduate program strengthened its learning-outcomes organizational culture in Spring of 2010, when the faculty created six learning outcomes for the graduate program. One of the outcomes was designated for assessing both the Graduate Certificate and the MA in English/Composition Emphasis, while three of the outcomes were designated specifically for assessment of our Graduate Certificate Program. The outcomes created a transparent framework in which we have aligned our course goals across multiple sections in our one- and two-year course rotations taught by all program faculty, and through which we communicate the goals to our students via specific assignments throughout the sequence of classes. The program includes a significant student self-assessment component as well as multiple student performances to achieve the outcomes, including a Teaching Portfolio on which students begin work in their first semester. In addition, we conduct a yearly survey of graduating students. The next step in continuing to strengthen our program’s efficacy—as well as our own assessment of that efficacy—is to formalize faculty discussions of students’ portfolios; in addition, we will revise the Teaching Composition Certificate section of the annual survey for graduating students to more closely reflect the outcomes.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the
reason that it was designated as desired by the faculty associated with the program.

Please note that these learning outcomes are not prioritized; they each represent something unique and valuable for our students to take away from the Graduate Certificate in Teaching Composition:

a) Students will theorize and practice a variety of writing classroom pedagogies. This outcome is based on the primary guideline of our national professional organization, Conference on College Composition and Communication (CCCC), which issued the Position Statement on the Preparation and Professional Development of Teachers of Writing stating that “[t]o provide effective instruction in writing for learners at any age and at all academic levels, teachers need, first of all, experience in writing, and also some theoretical knowledge to guide classroom practice.” In support of this recommendation, our program provides students with multiple opportunities not only to study the teaching of writing from both theoretical and practical perspectives, but also to study the ways in which theory and practice drive and inform one another. For example, in 220A: Teaching Composition in College, which is a prerequisite for several other required program courses, students begin by studying the major theoretical approaches to the teaching of writing and they also reflect on how those approaches might play out in the classroom. In their final portfolios for 220A, students demonstrate understanding and application of the theories by producing curricular materials—such as a syllabus and calendar, a writing assignment sequence, and responses to undergraduate writing—for a semester-long college writing class. Furthermore, in 410E: Internship in Teaching Composition, students intern in a community college composition course and get a concrete sense of how the theories they discuss in the course meetings play out in real composition courses. As such, students receive rigorous professional development that prepares them to teach writing in a variety of relevant national and local higher education contexts.

b) Students will engage in writing as a process which includes critical self-reflection. This outcome, which is designated for assessing both the Graduate Certificate and the MA in English/Composition Emphasis, is a necessary component of our program in helping students to meet the first characteristic of “effective two-year college English faculty” as designated by the National Council of Teacher of English’s Two-Year College English Association (TYCE): to develop as “reflective practitioners and flexible teacher/scholars.” Students preparing to teach writing must be writers themselves, and therefore should engage in the processes of revision they are asking of their future composition students. Research shows that writers who are self-aware of their composing processes are more successful writers and more understanding of their students’ needs when teaching composition. There are several assessment moments in the Teaching Composition Certificate program where students engage deeply with writing as a process. In the 220A portfolio, students engage in extensive revision
of materials that include their teaching philosophy, a syllabus for a composition course, and writing assignments. Students receive feedback from peers and the instructor, and they revise based on this feedback. In the 410E internship, students complete weekly self-reflection journals about their classroom experiences; they also complete self-assessment reports. Later in the semester they synthesize and revise those documents to create a teaching philosophy statement and a teaching narrative essay, which constitute the Course Portfolio. In English 410A: Writing Center Theory and Practice, students write critical reading response journals. Critical self-reflection is part of a recursive writing process, and students’ self-awareness of writing processes are vital components of the Certificate program, because learning, like writing, is a constant process of discovery.

c) Students will understand appropriate teaching strategies for students who speak and write a variety of English languages and dialects. This outcome is based on recommendations from a major national organization. TYCE declares that “effective two-year college English faculty” are teachers who “understand diversity and teaching to diverse ethnic, economic, and ability populations.” The vast majority of students who complete our Certificate program go on to teach at the community college level; others go on to Ph.D. programs where they are on Composition Teaching Assistantships. In both cases, it is imperative that they be prepared for the enormous ranges of diversity their students will represent; this is important because not just ethnic and economic variations, but also linguistic differences, effect variations in students’ writing and rhetorical awareness. Students are introduced to theories about language and writing in 220A, and they learn how to incorporate attention to linguistic differences in the curriculum materials they create for the portfolio. They also gain excellent practical experience for this outcome; since Sacramento State University is located in one of the most linguistically diverse cities in the nation, our program boasts extraordinarily relevant internships. Students in 410E work directly in community college classrooms—most often in pre-baccalaureate writing classes. In 410A, students’ work in the University Reading and Writing Center provides them myriad opportunities to work with students whose home language is not English. Furthermore, the small percentage of certificate students who work in an English Teaching Associateship instead of taking 410E are instructors-of-record for one of our own First-Year Composition classes, where they receive mentorship and support as they gain practical experience in dealing with all aspects of diversity. Certificate students have a repertoire of effective strategies for teaching writing in classrooms where students from a range of linguistic backgrounds are learning together.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. [Please limit your response to 400 words or less]
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome. [Please limit your response to 200 words or less per learning outcome] (If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. [Please limit your response to 500 words or less.)

a) The primary assessment of the three learning outcomes for the Certificate in Teaching Composition take place in the teaching portfolio that students produce in 220A: Teaching College Composition and on which they continue to work in 410E: Community College Internship (or in a TA-ship) and in observations of students’ teaching in 410E (or in a TA-ship). These assessments are assigned and evaluated based on a shared set of expectations among faculty who rotate to teach and supervise these courses.

b) We assess the teaching portfolio of every student in the Certificate program at least twice: in 220A and again in 410E (or in a TA-ship). All certificate students take English 220A, which is a prerequisite for most of the other seminars or internships in the program. Following that, all students complete either English 410E or a competitively-awarded English Teaching Associateship; in both cases, they continue to work on teaching portfolio documents. In addition, we assess each certificate program student’s teaching at least once through an on-site classroom observation by the 410E Internship Supervisor or by the TA Coordinator.

c) The 220A Teaching Portfolio assignment is similar across sections; see Appendix A for sample 220A portfolio assignments and assessments. The 410E Teaching Portfolio assignment is also similar across sections; see Appendix B for sample 410E assignments. In addition, the Teaching Observation forms are similar across sections and experiences; see Appendix C for sample Teaching Observation assessments. Students also consistently practice self-assessment; see Appendix D for sample Self-Assessment assignments.
d) The Composition faculty meet annually to discuss 220A and 410E assignments. When revisions to the certificate program are indicated, faculty make recommendations to the Writing Programs Committee for necessary actions, which may constitute minor revisions to assignments or major revisions to the program involving Form B Program Change Proposals. In addition, the faculty will report the results of the Composition Certificate section of the Annual Graduate Student Exit Survey to the Writing Programs Committee: the Committee will then decide what further steps need to be taken.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 200 words or less per item]

We do not perceive our certificate program as static; rather, we can more usefully serve our students—the majority of whom aim to teach in local community colleges—by being informed by national best practices and by being consistently responsive to the local higher education context. For example, as a result of national and CSU system-wide movement away from remediation in writing, we shifted course requirements in the certificate from mandating a course in teaching remedial writing to offering instead the option for students to choose from among a Special Topics course, a Research Methods course, and a Teaching Multilingual Writers course. In addition, our faculty meet twice each year at a CSU-sponsored English Council with community college English faculty to discuss composition teaching contexts and trends throughout the state.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

No formal assessment has been done. However, we regularly invite Certificate Program alumni to visit our certificate classes to present students with information about effective strategies for preparing and applying to work in local community college systems. In addition, we will include questions about the Teaching Composition Certificate in the English department’s alumni survey (See Appendix E).
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

No, our certificate program is not governed by an accrediting body. However, our learning outcomes adhere closely to recommendations and guidelines offered by all relevant professional organizations, including the Position Statement on the Preparation and Professional Development of Teachers of Writing published by Conference on College Composition and Communication (CCCC), and the Guidelines for the Characteristics of Effective Two-Year College English Faculty published by the National Council of Teacher of English’s Two-Year College English Association (TYCE).

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment? [Please limit your response to 200 words or less]

The Composition faculty have a long history of relying on shared learning outcomes in the Certificate program. There are two common courses that every student takes: 220A and 410A; faculty rotate to teach those courses, and we use similar course goals and assignments. The Course Portfolio is worth at least 50% of the course grade in every section of 220A. We also have a long history of using writing assignments to assess students’ achievement of learning outcomes via program portfolios. One of the most effective ways to get feedback from students about outcomes is by reading the Cover Letters in those program portfolios, in which students discuss explicitly their process and progress in meeting each of the outcomes in a course. Since all of the Composition faculty are members of the Writing Programs Committee, we have a regular forum for discussing our assessment of student learning outcomes and making changes accordingly. Based on best practices in the teaching of writing, the portfolio-based outcomes assessment we use serves not only as a purposeful evaluation of students, but also as a model for their own future teaching practices and policies.
Appendix A: Sample English 220A Portfolio assignments and assessments.

Sample 1

Teaching Portfolio

The purpose of the teaching portfolio is for you to synthesize what we’ve been discussing in class and connect theory to practice. On the last day of class you will turn in a portfolio that will contain the assignments listed below:

A 3-4 page portfolio rationale in which you connect your teaching philosophy, your course and assignments, your lesson plan, and your responses to student writing to the theories of composition we’ve been reading about and discussing in class

- a 2-3 page teaching philosophy
- a 2 page 1A observation reflection
- a 1A course description
- a sequence of the major writing assignments for your 1A course
- a lesson plan for a 1A class day
- responses to two student writing samples

All assignments in your teaching portfolio should be double-spaced, in 12 point font with 1” margins, except for the responses to two student writing samples and your course description (which may be single-spaced). The teaching portfolio is due the last day of class, Thursday, 12/13.

We will have workshops and one-on-one conferences to help each other with the portfolio, which will make up 60% of your grade. I will evaluate the portfolio on content, not presentation. I will not evaluate your portfolio based on my own philosophy of teaching writing, but on the thoughtfulness and quality of your thinking, the effort you’ve put into the portfolio, and your level of engagement with the composition theories we’ve been reading and discussing. My hope is that the portfolio materials will be a valuable resource for your future teaching, and we will share them with each other in class through WebCT. The portfolio will also be extremely helpful if you apply for a TA position at CSUS. The portfolio will include the following assignments:

Teaching Philosophy

Your teaching philosophy should be a 2-3 page statement of the theory or theories that will guide the way you teach a college composition class and how that theory would play out in practice, drawing on the theories of writing that we’ve discussed in class. It’s the kind of document you might be asked to include when you’re applying for a teaching position. We will look at examples to give you some models as well as share drafts of our teaching philosophies in class.

1A Observation Reflection

Nothing will help you better understand what it is to teach writing than being in a classroom. For this reason, I’m requiring you to observe one day of a 1A course, either at CSUS or at a community college, and write an approximately two page reflection on the students. In a few weeks, I will give you a list of 1A instructors at CSUS who have volunteered to have a class observed. If you know a 1A teacher at a local community college, that’s fine as well. Be sure to contact the instructor at least a week ahead of time to request permission to visit, either via email or through their department mailboxes. Although it would be nice to observe more than one class, it’s not fair to 1A teachers to ask them for more than a day, so please be considerate. When you do contact them, I encourage you to
get a copy of their syllabus and a class plan for the day you’re observing. You will write an approximately two-page reflection on the class, focusing on the students and the activities, not on the instructor—please do NOT identify the instructor whose class you visited. In other words, this is not to be a celebration of or an attack on a particular instructor. Focus on the learning process and activities of the students: What skills did they demonstrate or lack? What did they find easy or difficult? How quickly or slowly did they pick up new concepts? Also talk about how your observation has influenced the way you might teach a college composition course. Make connections between what you observed in the class and the theories of writing we’ve discussed in 220A. We will also talk about these observations informally in class.

Response to Two Student Writing Samples

Responding to student writing is one of the most important things you will do as a composition teacher, and this class will provide you with an opportunity to practice responding. In your portfolio you will write a response to two example student essays found in Richard Straub’s Sourcebook for Responding: “Attention: Bass Fisherman” (223) and “Leukemia” (230). Photocopy these essays and respond to them as if they were from students in your composition course. The purpose of this assignment is to give you practice responding and feedback on your responses, not for me to impose my style of responding.

Course Description

The most challenging task I’ve set out for you is to create a college composition course. I do not need a day-by-day syllabus. I would, however, like to see a course description that includes texts, requirements, course goals, etc. and a general outline of the course (perhaps in units or blocks). We’ll look at examples of course descriptions and workshop our descriptions in class, but I suggest keeping a running log throughout the semester of things you want to include in your class and why.

Sequence of Writing Assignments

You will create a sequence of major writing assignments to go with the course you created. Create an assignment description (the kind you would hand out to students) for each assignment. We will look at example assignments and give each other feedback on our assignments in a workshop.

Lesson Plan

You will create a lesson plan for one class day in the course you create. Describe the details of the day’s activities, the purpose of the class, its context (what went before, what comes after, how it fits into a broader plan). Also provide any materials you want the students to have to accompany the activities of the day.

Rationale

Include with your portfolio a 3-4 page rationale in which you discuss your teaching philosophy, your course and assignments, your lesson plan, and your responses to student writing. Connect your philosophy, course, assignments, and responses to the theories and theorists we’ve been discussing in class. Quoting from the articles would be helpful in discussing your rationale as you define your own approach or approaches (you may find that your philosophy does not fit into a single approach discussed in class, and it’s fine to be eclectic as long as you’re coherent).

I expect excellent graduate-level writing—clear, thoughtful, and (except on the informal response posts) virtually error-free. To help all of us achieve this level of excellence in our writing, we will have in-class peer response workshops and one-on-one conferences.
Course Portfolio: Ultimately you have to create a course. The final packet that you turn in should include:

- A syllabus, including (but not limited to): a list of learning goals (4 to 6 bullets); required texts; major assignments; grading plans; and unit outlines.
- A set of unit outlines: instead of a day-by-day schedule, plan to design distinct units—generally units are created around a particular assignment, but you should not feel constrained by that suggestion.
- A course rationale/teaching philosophy (8-10 pages). In the rationale, you need to explain why and how you created the assignments and units, justify your reading selection, and explain your sequencing and pacing choices. This explanation should be framed by your more general philosophy of teaching writing.

We will discuss this assignment thoroughly before it is due at the end of the semester, but I suggest you keep a folder where you can keep a running log throughout the semester of things you will want to include in your class and why.

English 220A Final Portfolio

Please include the following in a paper three-hole-folder in this order:
- The seminar paper!
- Your syllabus
- Paper 1 – final version and first version
- Paper 2 – final version and first version
- All your postings from SACCT
- Any handouts you prepared for the class (from your textbook review, times as “key reader,” and your classroom activity).

English 220A Course Portfolio Overview

I use portfolio assessment for a variety of reasons. First, it allows for process and progress in writing, offering semester-long opportunities for feedback from multiple sources. Second, the portfolio process encourages authentic revision, where the writer really does re-vise--look again--at the writing. Third, it allows the writer to select how to arrange and present her or his work. Too, portfolio assessment of writing is considered best practice in composition (see White, Condon, Hamp-Lyons, and others); consider using portfolio assessment in your own teaching. And that is the fourth and final reason I choose to use it for this course: as a model.
Portfolio evaluation can take a little getting used to, as it doesn’t result in a grade until the end of the semester. However, you’ll be earning points throughout the drafting, responding, and revising processes for all your documents; then, once you’ve had optimal opportunity for feedback and revision, and after you have carefully edited your work, you’ll earn a grade. Portfolios encourage—even require!—that writers engage fully in and critically reflect upon the writing process; I encourage you to embrace that process this semester in order to learn more about who you are as a writer and thereby to become a more effective teacher of writing.

Our last two weeks of seminar will be devoted to writers’ workshops in which you will work together on collecting, selecting, and reflecting on your portfolio contents.

When you submit your course Portfolio, I will be looking carefully for authentic and substantial revision. In other words, I suggest you begin working on revising each piece as soon as you have received feedback on it, allowing for multiple drafts, and seeking feedback from course colleagues, writing tutors, and others. The grade your Portfolio earns will be based on how well you document and reflect upon your process as well as on the quality of your final product. Your Portfolio will consist of the following documents:

**Self-Reflective Cover Letter (200 points)**—This extensive semi-formal letter is the glue that holds together your Portfolio as a single text and your guide for me as I evaluate that text: the cover letter makes your Portfolio into a self-contained, self-referential text that explicitly presents your process and your progress to your reader. In this letter, you’ll not only tell me—explicitly—what documents I’m about to see, but you’ll also explain—explicitly—exactly how those documents demonstrate that you have met the Course Goals. In other words, your Cover Letter will take me along on your critically self-reflective journey through the contents of your Portfolio, not only showing me your work, but also telling me how it illustrates your process and progress in reading, thinking, and writing throughout the semester.

**FYC Course Syllabus and Calendar (150 points)**—Compose a Syllabus and Calendar for a FYC course at Sacramento State. Include Course Goals, due dates for reading and writing assignments, and assessment criteria as well as policies for attendance, academic honesty, and grading.

**FYC Writing Sequence (150 points)**—Compose a semester-long series of formal writing assignments for a FYC course at Sacramento State. For each formal writing assignment, include prewriting activities such as freewrite and discussion prompts and reading homework; feedback activities such as a workshop script; revision activities such as organization outlines or analysis of focus; and evaluation criteria such as a scoring rubric or responding sheet.
Other informal documents -- For each document (above), include a previous draft that contains my comments. You may also include some other documents in your Portfolio; if you do so, you must explain in your Cover Letter how they will assist me in evaluating your process and progress towards meeting the Course Goals this semester.

As always, I encourage you to visit me during office hours to discuss your Portfolio choices; it’s my goal to support you throughout your entire process of reading, thinking, and writing. I truly look forward to reading your completed work: each semester, I anticipate with great delight the moment when I’ll open your Portfolios and begin learning about what and how you’ve learned.

Sample 5

Portfolio Pre-Vision: Evaluation Criteria

It’s time to collect, select and reflect on your Portfolio items. The contents of your Portfolio will be worth 50% of your grade, or 500 points; I expect that you will have devoted thought, time, and energy to this major project accordingly. Below is a draft of the evaluation sheet I’ll use as I score your work. Be sure to include a framework such that I will be guided through the finished product; use your work throughout the semester to support that product, making sure to explain how each document is connected to the others. Of course, explicit citation of all sources is required.

Critically self-reflective essay (100 points possible):
- Describes explicitly your reading, thinking, and writing process this semester
- Discusses specific uses of feedback in portfolio writing and revision processes
- Introduces portfolio collection
- Discusses in specific detail your approach to teaching English 1A
- Incorporates useful theoretical approaches in practical classroom applications
- Introduces overall theme of your syllabus and writing sequence
- Discusses particular teaching choices made regarding textbooks and readings
- Discusses responding and grading strategies
- Is free of grammar and spelling errors

FYC syllabus and calendar (150):
- Includes measurable course goals commensurate with stated grading system
- Includes required course policies in accordance with department/CSUS policies
- Includes attention to college reading skills
- Includes attention to college writing skills
- Includes attention to writing processes and critical self-reflection
- Includes multiple opportunities for informal writings
- Includes time and opportunities for revision of formal writings
- Is free of grammar and spelling errors

FYC writing sequence (150): Each prompt includes:
- Purpose of assignment as it supports course goals
- Context of assignment within the readings and other writings in the course
- Clear instructions on what is expected of the writer in this essay
- Detailed and definitive evaluative criteria
- Opportunities for revision after receiving instructor feedback
- Format and citation guidelines as necessary
- Due dates that agree with what’s listed on the course syllabus
- A variety of activities for prewriting and drafting
- A variety of activities for revising
- and is free of grammar and spelling errors

Teaching Philosophy Statement (100)
- Describes theoretical approach to teaching composition
- Attends to specific institutional contexts’ missions
- Connects theoretical approaches to classroom practices
- Connects theoretical approaches to responding practices
- Connects theoretical approaches to assessment practices
Appendix B: Sample English 410E Portfolio assignments.

Sample 1

Course Objectives
By the end of the semester, students will
Have an increased understanding of various components involved in teaching a lower-
division college composition course
Know how to prepare, teach, and revise curriculum
Be ready to use collaboration, discussion, and critical self-reflection as strategies to
improve pedagogical practices.
You will meet the objectives listed above through a combination of the following
activities in this course:
• participation in your assigned community college classroom
• collaboration in planning and teaching with your mentor teacher
• completing theoretical readings
• participating in weekly on-line and live discussion with 410E colleagues
• completing weekly teaching log
• completing a semester-long Course Portfolio

At semester end, you will submit a Course Portfolio. Your Portfolio will consist of two
texts:
✓ an informal cumulative reflection on your Journal Entries and my Teaching
Observation
✓ a more formal Teaching Philosophy Statement—a document you’ll need for
most Community College job applications—in which you articulate your
Composition pedagogy and how your classroom experiences inform, and
are informed by, that pedagogy.
Each of these documents should be approximately 2 pages, typed.

Sample 2

Assignments and Grading:
Internship responsibilities
• Attend all class sessions
• Meet regularly with mentor teacher
• Participate in class activities as designated by the mentor teacher
• Teach some portion of the class (to be arranged when deemed appropriate by the
mentor teacher)
CSUS course responsibilities

- Attend English 1X tutor sessions with Dr. Smith
- Read a chapter a week from Lindemann (two chapters the first week) and keep a journal*
- Have at least one class visited by CSUS professor (to be arranged in advance in conjunction with the mentor teacher)**
- In your Teaching Portfolio, generate a reflective teaching narrative (4-6 pages) to serve as culmination of your work in the internship, the group meetings, and your reading

*The reading journal should be an extensive collection of thinking about the readings and your internship experience. You will read a chapter from the book each week (two chapters the first week). The journal should consist of the following:
  
  - a reader response to the chapter—your thoughts on the materials and how you understand them
  - an internship connection to the chapter—how the materials seem to play out/connect to your internship experiences
  - a teaching extrapolation from the chapter—how might you use the materials to design something for your own future course
Appendix C: Sample Teaching Observation assessments.

Sample 1

English 410E MidSemester Report

Student ____________________________

Community College Faculty Mentor ____________________________

1. Which of the following requirements has the intern completed so far? *(Please underline the most relevant items.)*

   - Attend each class session
   - Work with students in small groups
   - Lead brief class discussions
   - Give mini-lectures
   - Respond to students in one-on-one conferences
   - Design lesson plans and teach the entire class period
   - Respond to informal student writing
   - Respond to rough drafts of formal essays
   - Give "practice" grades on final drafts

2. In which specific areas has the intern demonstrated teaching strengths?

3. Which particular areas does the intern need to work on the most?

4. What opportunities have you provided for feedback, discussion, and critical self-reflection as strategies to improve pedagogical practices?
Sample 2

English 410E: Teaching Observation Form

Intern_________________________________________________

Observer: Fiona Glade, Coordinator Date:

To be completed by Intern before observation:

What are the learning objectives for this class meeting?

How are those objectives connected to the Course Goals?

What challenges and successes have you had with this classroom so far?

To be completed by Coordinator during observation:

☐ Intern made objectives for this class meeting clear to students
☐ Intern explicitly connected objectives for this class meeting to course goals
☐ Intern used relevant examples and analogies to establish connections with students' previous experiences and learning
☐ Class began on time and ran for the full period
☐ Intern was well-prepared
☐ Instructional techniques required a majority of students to be actively involved
☐ Intern communicated and modeled respect for diverse opinions
☐ Intern communicated and modeled interest in everyone’s participation and contributions
☐ Intern’s mastery of subject matter was clear and thorough
☐ Students consistently attended to what was happening in class

Feedback Conference

Signature of Intern

Signature of Coordinator
Sample 2

English Teaching Associate Program: TA Teaching Observation Form
Observer: Fiona Glade, Coordinator

To be completed by TA before observation:
1. What are the learning objectives for this class meeting –
   a. For undergraduate writers?
   b. For you?

2. How are those objectives connected to the Course Goals?

3. What challenges and successes have you had with this classroom so far, and how have you consequently revised your approach?

To be completed by TA and Coordinator after observation:
Feedback Conference

Signature of TA

Signature of Coordinator
To be completed by Coordinator during observation:

- TA made objectives for this class meeting clear to students
- TA explicitly connected objectives for this class meeting to course goals
- TA used relevant examples and analogies to establish connections with students' previous experiences and learning
- Class began on time and ran for the full period
- TA was well-prepared
- TA used a variety of instructional techniques and media
- Instructional techniques required a majority of students to be actively involved
- TA communicated and modeled interest in everyone's participation and contributions
- TA’s mastery of subject matter was clear and thorough
- Students consistently attended to what was happening in class
Appendix D: Sample Self-Assessment assignments.

Sample 1
410E MidSemester Self-Evaluation Report

Intern  ____________________________________________________________

1. Which of the following requirements have you had the opportunity to complete so far? (Please underline the most relevant items.)

   Attend each class session                  Work with students in small groups
   Lead brief class discussions              Give mini-lectures
   Respond to students in one-on-one conferences
   Design lesson plans and teach the entire class period
   Respond to informal student writing       Respond to rough drafts of formal essays
   Give "practice" grades on final drafts

2. In which of these particular areas do you feel your skills are the strongest, and why?

3. In which of these areas do you feel your skills are the weakest, and why?

4. What areas of Composition Instruction would you like more help with—what questions would you like to have answered?

5. What opportunities have you had to receive feedback on your work, and what have you gained from critical self-reflection as a strategy to improve your pedagogical practices? Consequently, how have you revised your own goals?

Sample 2

English Teaching Associates: MidSemester Self-Evaluation

Please answer the following questions about the first half of the semester:

1. What has been the most exciting thing to happen in your class?
2. What are some risks you’ve taken?

3. What is your primary goal? What successes have you had with it?

4. What parts of your planning/goals have changed? Why?

5. What is the main strength you have, and how have you used it to contribute to the TA meetings?

Now, please answer the following questions about the rest of the semester:

1. What kinds of activities and assignments would you like to practice or discuss more in the TA meetings?

2. What is the teaching issue that most concerns you, and why?

3. Beyond the scheduled meetings and observations, office hours, and appointments with me, what further opportunities would you like for us to work together?
Sample 3

**TA Self-Evaluation/Reflection:** As the end of the semester approaches, it seems an appropriate moment to take stock of our work. As we are all teachers-in-progress, this kind of reflection is particularly important to our growth as professionals. The following is a brief place for you to reflect upon and evaluate your TA experiences so that you move forward with a more concrete sense of how you might modify your future practice, and it will help future TA supervisors move forward with a concrete sense of how we might modify our future practice. It is by no means an exhaustive overview of all you have done—merely focusing your attention on our joint TA requirements and your individual reflections. Please submit this along with your final portfolio to me.

**For these program requirements—I’d like to see your assessment of how fully you met the requirement and then a small reflection on how useful the requirement was for you.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Did not meet...Met fully</th>
<th>Usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>submit syllabus and major essay assignments by August 1</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-semester Workshop</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attend workshop on August 24 from 10-4</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Meetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attend meetings every Friday from 11:00-12:00</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Responding to Student Essays</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collect first major essays, respond, photocopy with your comments, attach assignment sheet, and bring them to a meeting with me</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Observations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have me visit your class within the first half of the semester; have two other TAs visit your class before Week 13; write up peer visits and email</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go over Spring 2011 evals with me if you taught last semester</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Portfolio</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>create and submit a teaching portfolio which includes all required items</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

For these more general reflections—I’d like to know your preliminary thoughts on your experiences this semester.
What one thing did you enjoy most as a TA? Why?

What one thing did you enjoy least as a TA? Why?

What one thing will you definitely change if you teach again? Why?

What one thing will you definitely keep if you teach again? Why?

What support from the TA program did you particularly appreciate? Why?

How could the TA program support you in some additional/different way?
Appendix E

Questions for Alumni Survey

Survey: Composition/Rhetoric

1. Did you complete (a) the Teaching Composition Certificate OR (b) the MA in English with an emphasis in Composition/Rhetoric?
   a. Composition Certificate
   b. MA with a focus in Composition/Rhetoric

2. How satisfied do you feel about your knowledge of the theory and pedagogy of composition?
   a. very satisfied
   b. satisfied
   c. dissatisfied
   d. very dissatisfied

3. To what extent do you feel well prepared for a teaching composition?
   a. very well prepared
   b. prepared
   c. underprepared
   d. very unprepared

4. How satisfied do you feel about the electives and the variety of topics for the coursework in this area?
   a. very satisfied
   b. satisfied
   c. dissatisfied
   d. very dissatisfied

5. As a result of the opportunities for professional experience—such as internships in the Writing Center and Community Colleges, WAC Fellowships, and TAship—how satisfied do you feel about your confidence level in dealing with professional duties?
   a. very satisfied
   b. satisfied
   c. dissatisfied
   d. very dissatisfied

6. What have you worked at since graduating?
   a. Teach Composition in a community college
b. Teach other subjects in a community college  
c. Enter a Ph.D. Program in Rhetoric and Composition  
d. Enter a Ph.D. Program in another field of study (such as Literature)  
e. Teach in K-12  
f. Work in the non-profit sector  
g. Work in the private sector  

Please write in your responses to the following questions:

7. What course or experience added most to your program of study, and why?

8. What would you recommend we add to the program of study, and why?