MASTER OF EDUCATION IN TESOL PROGRAM GOALS BY CLASS

Master of Education in TESOL Courses Master of Education in TESOL Outcomes	EDUC 524 ELL/ESL Instruction T-S1, T-S2, T-S3, LD-K1, T-K1, LD-S1, LD-S2, LD-S3, LR-K1, LR-D1, T-S4	EDUC 525 Curriculum and Assessment T-S1, T-S2, T-S3, LD-K1, T-D1, LD-S1, LD-S2, LD-S3	ENG 623 Linguistics for Educators T-K1,LR-S1,LR-D1, LD-D1, LR-K1	EDUC 526 Language and Cultures T-K1, LR-S1, T-D1, LD-S2, LD-S3, LD-K1, LR-K1	EDUC 519 Word Study T-K1, LD-K1, LR-K1, LR-D1, LR-S1, T-S1	EDUC 640 Second Language Acquisition T-K1, T-2, T-S3, T-S4, LD-K1, LD-S2, LR-K1, LR-S1	EDUC 621 Teaching ESL Writing LD-K1,LD-S2, LD-S3, T-S1, T-S3, LR-K1,T-S4, T-S2, T-S3	EDUC 527 Capstone T-D1, T-K1, T-S1, T-S2, T-S3,T-S4, LR-K1, LR-D1, LR-S1, LD-S1, LD-S2, LD-S3, LD-K1
1. Demonstrate understanding of language as a system (including phonology, morphology, syntax, pragmatics and semantics), and use that knowledge to support ELLs as they acquire English language and literacy in order to achieve in the content areas. InTASC 4 LD-K1 EXPECTATIONS: 1st Set 1/1/2016 -			Artifact: Linguistics-Based Intervention Plan 1st Set:		Artifact: Research Article Review 1st Set:	Artifact: Research Based Curriculum Unit 1st Set: data not		

						available		
10/31/2016) (EDUC 623) 1a. Mean = 2.75 (EDUC 519) 1a. Mean = 2.5			1a. N=14 Mean=2.36 Beginning 14% Developing43% Advancing 36% Proficient 7%		1a. N=10 Mean=1.7 Beginning 50% Developing30% Advancing 20% Proficient 0%			
(EDUC 623) 1b. Mean = 2.75 (EDUC 519) 1b. Mean = 2.5			1b. N=14 Mean=2.29 Beginning 14% Developing43% Advancing 43% Proficient 0%		1b. N=10 Mean=2.4 Beginning 30% Developing20% Advancing 30% Proficient 20%			

1.a. Demonstrate understanding of language as a system (including phonology, morphology, syntax, pragmatics, and semantics) InTASC 4 LD-K-1								
1.b. Demonstrate application of knowledge to support ELLs as they acquire English language and literacy in order to achieve in the content areas. InTASC 4 LD-K1								
2. Understand and apply theories and research in first and second language acquisition and development in order to support ELL language and literacy learning and content-area achievement			Artifact: Linguistics-Based Intervention Plan		Artifact: Research Article Review	Artifact: Research Based Curriculum Unit		Artifact: Philosophy of ESL Learning and Teaching

InTASC 4 LR-K1 EXPECTATIONS: <mark>1st Set 1/1/2016 - 10/31/2016)</mark> (EDUC 623) 2a. Mean = 2.5 (EDUC 519) 2a. Mean = 2.5 (EDUC 623) 2b. Mean = 2.5 (EDUC 519) 2b. Mean = 2.5			<mark>1st Set:</mark> 2a. N=14 Mean=2.64 Beginning 0% Developing36% Advancing 64% Proficient 0% 2b. N=14 Mean=2.57 Beginning 0% Developing43% Advancing 57%		<mark>1st Set:</mark> 2a. N=10 Mean=2.1 Beginning 30% Developing30% Advancing 40% Proficient 0% 2b. N=10 Mean=2.1 Beginning 30% Developing30% Advancing 40%	<mark>1st Set:</mark> data not available		<mark>1st Set:</mark> data not available

			Proficient 0%		Proficient 0%			
<mark>2nd Set</mark> 3rd Set								
2.a. Demonstrate an understanding of theories and research in first and second language acquisition and development in order to support ELL language and literacy learning and content-area achievement. InTASC 4 LR-K1								
2.b. Demonstrate ability to apply an understanding of theories and research in first and second language acquisition and development in order to support ELL language and literacy learning and content-area achievement.								

InTASC 4 LR-K1								
3. Know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. InTASC 2 LD-S2 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) 3a. Mean = 3.0 3b. Mean = 2.75				Artifact: Cultural Case Study 1st Set: 3a. N=7 Mean=3.29 Beginning 0% Developing 0% Advancing 71% Proficient 29%				Artifact: Philosophy of ESL Learning and Teaching 1st Set: data not available

				3b. N=7 Mean=3.14 Beginning 0% Developing14% Advancing 57% Proficient 29%				
<mark>2nd Set</mark> 3rd Set								
3.a. Demonstrate an understanding of major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. InTASC 2 LD-S2								
3.b. Demonstrate use of major concepts, principles, theories, and research related to								

the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. InTASC 2 LD-S2								
4. Know, understand, and use evidence-based practices and strategies related to planning, implementation, and management of standards-based ESL and content instruction. InTASC 7,8 T-S1, T-S2 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) 4a. Mean = 2.0	Adapting Lesson Plans Using SIOP 1st Set 1/1/2016 - 10/31/2016) 4a. N=11 Mean=2.27 Beginning 9%							Artifacts: Content-Based SIOP Lesson Plan ESL Grammar Lesson Plan ELL Intervention Report and Plan

4b. Mean = 2.0	Developing 55% Advancing 36% Proficient 0%						
2nd Set	4b. N=11 Mean=1.91 Beginning 27% Developing 55% Advancing 18% Proficient 0%						

3rd Set							
4.a. Demonstrate knowledge and understanding of evidence-based practices and strategies related to planning, implementation, and management of standards-based ESL and content instruction. InTASC 7,8 T-S1, T-S2							
4.b. Demonstrate use of evidence-based practices and strategies related to planning, implementation, and management of standards-based ESL and content instruction. InTASC 7,8 T-S1, T-S2							
5. Demonstrate knowledge about						Artifacts:	Artifact:

program models and skill in using teaching strategies for developing and integrating language skills. InTASC 7,8 T-S1, T-S2 EXPECTATIONS: 1st Set (1/1/2016 - 10/31/2016) 5a. Mean = 2.5				1st Set 5a. N=7 Mean=2.57 Beginning 14% Developing 14% Advancing 71% Proficient 0%			ESL Writing Lesson Plan Final Draft of ESL Writing Topic Research Paper 1st Set: data not available	Content-Based SIOP Lesson Plan ESL Grammar Lesson Plan ELL Intervention Report and Plan 1st Set: data not available
5b. Mean = 2.5				5b. N=7 Mean=2.57 Beginning 14%				

				Developing 14%				
<mark>2nd Set</mark> 3rd Set				Advancing 71% Proficient 0%				
5.a. Demonstrate knowledge about program models for developing and integrating language skills. InTASC 7,8 T-S1, T-S2								
5.b. Demonstrate skill in using teaching strategies for developing and integrating language skills. InTASC 7,8 T-S1, T-S2								
6. Know, manage, and implement a variety of standards-based teaching strategies and		Artifact: Reading, Strategy, Objective,						Artifacts: Content-Based SIOP Lesson Plan

techniques for developing and integrating the English language skills of listening, speaking, reading, and writing. InTASC 8 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) Mean = 2.0 2nd Set 3rd Set		Assessment 1st Set 1/1/2016 - 10/31/2016) 6. N=10 Mean=2.2 Beginning 20% Developing 40% Advancing 40% Proficient 0%						ESL Grammar Lesson Plan ELL Intervention Report and Plan 1st Set: data not available
7. Support ELLs academic success by teaching language	Artifact: Adapting Lesson Plans							Artifact: Content-Based

through academic content. InTASC 4, LR-K1 EXPECTATIONS: 1st Set (1/1/2016 - 10/31/2016) Mean = 2.5 2nd Set 3rd Set	Using SIOP 1st Set 1/1/2016 - 10/31/2016) 7. N=11 Mean=2.27 Beginning 9% Developing 55% Advancing 36% Proficient 0%							SIOP Lesson Plan 1st Set: data not available
8. Are familiar with a wide range of standards-based materials, classroom resources, and technologies, and are able to choose,		Artifact: Big Deal eBook Review						Artifacts: Content-Based SIOP Lesson Plan ESL Grammar

adapt, and use them in effective ESL and content teaching. InTASC 5,8,7,6 LD-S3,T-S1, T-S2, T-S3 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) Mean = 3.0 2nd Set 3rd Set		1st set N=11 Mean=2.27 Beginning 0% Developing 73% Advancing 27% Proficient 0%					Lesson Plan ELL Intervention Report and Plan 1st Set: data not available
9. Demonstrate understanding of various assessment issues as they affect ELLs, such as		Artifact: Reading Strategy, Objective,					Artifact: ELL Intervention Report and Plan

accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. InTASC 6 T-S3 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) Mean = 2.0 2nd Set 3rd Set		Assessment 1st Set 1/1/2016 - 10/31/2016) 9. N=10 Mean=1.9 Beginning 30% Developing 50% Advancing 20% Proficient 0% 2nd set						1st Set: data not available
10. Know and can use a variety of standards-based and		Artifact: Reading, Strategy,						Artifact: ELL Intervention

performance-based language proficiency instruments, assessment tools, and assessment techniques to identify ELLs with limited English proficiency, place ELLs in appropriate levels of instruction, reclassify ELLs, show ELL language growth, and to inform ELL instruction. InTASC 6 T-S3 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) 10a. Mean = 2.0		Objective, Assessment 1st Set 1/1/2016 - 10/31/2016) 10a. N=10 Mean=2.20 Beginning 20% Developing 60% Advancing 20% Proficient 0%						Report and Plan Set 2
10b.								

Mean = 2.0 ==2nd Set== 10a. Mean = 2.0 10b. Mean = 2.0 2nd Set		10b. N=10 Mean=1.8 Beginning 30% Developing 60% Advancing 10% Proficient 0% ==2nd Set==					

3rd Set							
10.a. Demonstrate knowledge of a variety of standards-based and performance-based language proficiency instruments, assessment tools, and assessment techniques to identify ELLs with limited English proficiency, place ELLs in appropriate levels of instruction, reclassify ELLs, show ELL language growth, and to inform ELL instruction. InTASC 6 T-S3							
10.b. Demonstrate use of a variety of standards-based and performance-based language proficiency instruments, assessment tools, and assessment techniques to identify ELLs with limited English proficiency,							

place ELLs in appropriate levels of instruction, reclassify ELLs, show ELL language growth, and to inform ELL instruction. InTASC 6 T-S3								
11. Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning. InTASC 4,8 LD-K1, LR-K1, T-S1 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) 11a. Mean = 2.5				Artifact: Cultural Case Study 1st Set 11a. N=7 Mean=2.71			Artifacts: ESL Writing Lesson Plan Final Draft of ESL Writing Research Paper 1st Set: data not available	Artifacts: Professional Development Plan Action Research Project Results and Recommendations Philosophy of ESL Learning and Teaching 1st Set: data not available

				Beginning 0% Developing 29% Advancing 71% Proficient 0%				
11b. Mean = 2.5				11b. N=7 Mean=2.57 Beginning 0% Developing 43% Advancing 57% Proficient 0%				
11c. Mean = 2.5				11c. N=7 Mean=2.86 Beginning 0% Developing 14% Advancing 86% Proficient 0%				

<mark>2nd Set</mark> 3rd Set							
11.a. Demonstrate knowledge of history and research in the field of ESL teaching and apply this knowledge to inform teaching and learning. InTASC 4,8 LD-K1, LR-K1, T-S1							
11.b. Demonstrate knowledge of educational public policy in the field of ESL teaching and apply this knowledge to inform teaching and learning. InTASC 4,8 LD-K1, LR-K1, T-S1							
11.c. Demonstrate knowledge of current practice in the field of							

ESL teaching and apply this knowledge to inform teaching and learning. InTASC 4,8 LD-K1, LR-K1, T-S1								
12. Take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and student's families, serve as community resources, and advocates for ELLs InTASC 9,10 LR-S1, LR-D1, LD-S1 EXPECTATIONS: 1st Set 1/1/2016 - 10/31/2016) 12a. Mean = 2.5	Artifact: Professional Development Plan 1st set data not available			Artifact: Cultural Case Study 1st set 12a. N=7 Mean=2.14				Artifacts: Professional Development Plan Action Research Project Results and recommendations Philosophy of ESL Learning and Teaching 1st Set: data not available

				Beginning 14%				
				Developing 57%				
				Advancing 29%				
				Proficient 0%				
				12b.				
12b. Mean = 2.5				N=7				
				Mean=2.14				
				Beginning 14%				
				Developing 57%				
				Advancing 29%				
				Proficient 0%				
				12c.				
12c. Mean = 3.0				N=7				
				Mean=3.86				
				Beginning 0%				
				Developing 0%				
				Advancing 14%				
				Proficient 86%				
				12d.				
12d. Mean = 3.0				N=7				
				Mean=4.0				

				Beginning 0%			
				Developing 0%			
				Advancing 0%			
				Proficient 100%			
<mark>2nd Set</mark> 3rd Set							
12.a. Demonstrate ability to build partnerships with colleagues. InTASC 9,10 LR-S1, LR-D1, LD-S1							
12.b. Demonstrate ability to participate in professional growth opportunities. InTASC 9,10 LR-S1, LR-D1, LD-S1							

12.c. Demonstrate ability to build partnerships with students' families InTASC 9,10 LR-S1, LR-D1, LD-S1								
12.d. Demonstrate ability to serve as community resources and advocates for ELLs. InTASC 9,10 LR-S1, LR-D1, LD-S1								

ELL/ESL Program Goals Mapped to Classes   June 12, 2014 Revised: Fall, 2014, Jan. 2015; updated June 2016

Data Results:

Spring 2015 to Summer 2016 (C&W charts by outcomes)   See Google Drive files at this link:

https://drive.google.com/drive/folders/0B4QDq6pdYw7WM2FLc0kwUXp4Znc

Plan of Action:

Since the TESOL Program only has one data set at the time of the preparation of this report, there is no opportunity to compare student outcomes across cohorts for the same class. Also, because there is not a full set of data representing all artifacts, it is not really possible to do much cross-comparison across courses for student outcomes. Nevertheless, a look at this data set raises some significant questions connected to action steps that need to be implemented, including these:

- In their key assessment for EDUC 623 (Linguistics for Educators), a linguistics-based, targeted intervention plan for a particular ELL, students are exceeding the expected mean for Standard 2 (student demonstration of knowledge of and use of knowledge of first and second language acquisition), but are rather lower than the mean for Standard 1 (student demonstration of knowledge of and use of knowledge of linguistics). Is this a result of the design of the assignment, or does it reveal that students have a much easier time incorporating concepts of language acquisition into their intervention plan designs than incorporating knowledge of English linguistics into that same intervention plan? The action plan is *to compare evidence from the second data set and determine if the assignment needs to be altered, or if there needs to be more explicit examples given to students each week of instructional design decisions informed by a knowledge of the English linguistic system.*
- EDUC 519 (Word Study) is a course that is shared by the Literacy Program and the TESOL Program. The outcomes data for the EDUC 519 key assessment (a research article review) in this first data set reveal that students are significantly below the expected mean for Standard 1a (student demonstration of knowledge of linguistics) and somewhat low for Standard 1b (student demonstration of use of knowledge of linguistics) and Standard 2 (student demonstration of knowledge of and use of the knowledge of principles of first and second language acquisition). This may be due to the nature of the assignment, but it may also be that the course does not connect vocabulary acquisition to phases of first or second language acquisition in a meaningfully explicit way that students readily grasp. The action plan is *to look more carefully at the required materials in EDUC 519 while also considering evidence from the second data set.   If the second data shows a continuing trend in this regard, the assignment and/or parts of the course may need to be modified, or a more in-depth course revision may have to be implemented in order to offer a more language acquisition-focused for TESOL student cohorts who take the course.*
- Results for outcomes for EDUC 526 (Language and Culture)'s key assessment (Cultural Case Study) show that student outcome means did not quite meet expectations for Standards 12 a and b (students demonstrate ability to build partnerships with colleagues and to participate in professional development opportunities), but surpassed expected means <u>significantly</u> for Standards 12 c and d (students demonstrate ability to build relationships with ELL families and to advocate and serve as a community resource for ELLs). Why this is the case is a bit perplexing, and may have to do with the fact that the assignment is ELL student-focused (and so is high in achieving high results for Standards 12 c and d), rather than teacher-focused (the orientation implied in Standards 12 a and b with colleague connections and professional development). *If the second data set shows a*

continuing trend, it would seem that the scoring rubric for this assignment should be modified so that it is not used to assess Standards 12 a and b, and that Standards 12a and b should be assessed in some other place in the TESOL program.

Budget Implications: At the moment, none. In the future (depending on the results in the second data set), there may need to be funds budgeted for courses to be refreshed or even revised.

(Report Date September 6, 2017)