

Directions for the Comprehensive Assessment for the M.Ed. in Teaching English as a Second Language

The comprehensive assessment consists of two parts: The compilation of an **exit portfolio** and an **oral examination** through an exit interview. Through this process you are to demonstrate your satisfactory or exemplary performance in 10 areas related to this specialized program. The areas are:

- 1) Understanding of Language and Second Language Acquisition
- 2) Understanding of culture and Its Effect on Teaching and Learning
- 3) Parent and Family Involvement and Outreach
- 4) Second Language Development in Content-based Instruction
- 5) Second Language Curriculum Design and Development
- 6) Literacy Instruction in a Second Language
- 7) Assessment of Culturally and Linguistically Diverse Learners
- 8) Maintaining an Environment that Promotes Learning
- 9) Classroom-based Research
- 10) Professional Behavior/Advocacy

Under each of the 10 performance areas there are several performance indicators listed. By showing how you meet each of these performance indicators, you will demonstrate that you have acquired the knowledge, skills, and dispositions that your graduate program is designed to instill. You will note that there are a total of 31 performance indicators across the 10 performance areas. Your comprehensive assessment is designed to allow you to show that you meet the expected level of performance for these 10 dimensions, through evidence in the exit portfolio or through your performance during the exit interview. Criteria are given for each performance indicator to show the level of performance that approaches, meets, or exceeds the indicator. These ratings will be combined to produce *a summary rating for each of the 10 areas*. In order to graduate, you must meet or exceed the standards in a minimum of 8 out of the 10 performance areas.

Each of the components of your comprehensive assessment (portfolio and exit interview) will be further described in the next section.

Part I—Compilation of Exit Portfolio

First review the chart which lists the 10 performance areas and the corresponding performance indicators. You will notice that for each indicator you are to list the evidence that you have included in your exit portfolio to show your competency level for a particular indicator (bulleted statement cross-referenced to the TESOL/NCATE Teacher Education Standards). Suggested artifacts for meeting the indicators in each area are listed at the bottom of each chart. You may also include other products/artifacts that you have produced outside of your courses (e.g. letters from supervisors or parents; lesson/unit plans that were produced outside of your coursework, learning units that you believe are models of best practice, etc.)

For example, in Area 2, the first indicator states that "the candidate understands the indicators and uses culturally and linguistically responsive instruction". This performance indicator involves *knowledge* and *skill*. It is suggested that you might use a unit/lesson plan or a curriculum materials evaluation to show your abilities in this area. In order to show that you "*understand the indicators of culturally and linguistically responsive instruction*" you are to provide **written commentary (a written reflection)** on the aspects you considered in designing your unit/lesson plan. This discussion would be constructed to show that *you understand the aspects of a lesson/unit plan that make it culturally as well as linguistically responsive*. In terms of your *skill to create culturally and linguistically responsive instruction*, this should be self-evident in the unit/lesson plan artifact that you include. If you believe that, based on your current understandings at the end of your program, the unit/lesson plan you originally produced needs to be revised to make it more culturally or linguistically responsive, you can discuss this in your reflection (i.e. how you would now change the artifact to make it even more responsive to ELL students.)

In summary, in each of the 10 performance areas listed above, you will list an artifact that demonstrates how you have met each indicator listed. It is highly recommended that you select artifacts for your portfolio that meet more than one indicator. Using the above example, a candidate might include a unit/lesson plan in his/her portfolio to demonstrate satisfactory performance on relevant indicators under Performance Areas 1, 2, 4, 5, and 6. Thus one well-selected artifact might demonstrate knowledge and skills pertaining to multiple indicators out of the 31. This might mean that, if you select your artifacts judiciously, you might only have a small number of artifacts in your portfolio (8-12).

We suggest that you organize your notebook as follows:

- Place your 11-page chart of the 10 Performance Areas in the front of the notebook. On the chart, list the artifacts contained in your exit portfolio that you believe demonstrate your knowledge and skill related to each performance indicator.
- Next place the selected artifacts each in their own section of your binder. Number or name the artifacts (e.g. unit/lesson plan; Artifact 1).

- You can place your **written commentary/reflections** pertaining to each indicator in a separate section or you can place them with the artifact to which they apply.

Part II—Preparation for Your Oral Examination/Exit Interview

Some performance indicators are not easy to demonstrate with an artifact. For example, under Performance Area 1, the third performance indicator states “candidate respects the primary language and coordinates instruction with families.” Under Performance Area 8, the first performance indicator states “candidate demonstrates enthusiasm & confidence for teaching and learning and conveys respect for the feelings, ideas, and backgrounds of ELL students.” These dispositions may be hard to capture in a product or artifact. Therefore, the exit interview was created to complement your written documentation, so that the examiners; preferably including the faculty member who supervised your internship; can investigate these aspects with you. The examiners who conduct your oral interview will have reviewed your exit portfolio prior to the exit interview and will have a set of questions prepared regarding those aspects that can not be well demonstrated in your portfolio.

Make certain that your interviewers have your portfolio with sufficient time to review it prior to your scheduled interview.

Steps

- 1) Review all the documents you have been given. Call the program coordinator if you have any questions
- 2) Locate potential artifacts to include in your exit portfolio
- 3) Review the performance indicators
- 4) Determine which can be met by artifacts with written reflection/commentary and which you believe can only be met through oral examination during the exit interview
- 5) Try to limit the number of artifacts included in your exit portfolio while being sure to include enough to demonstrate your abilities
- 6) Organize your notebook into sections—Summary Chart of Performance Areas and Indicators; Numbered or Labeled Artifacts; Commentary/Reflection Pertaining to How You Believe the Artifact Demonstrates the Particular Performance Indicator (cross-referenced by number to the performance area and indicator, e.g. 1a, 2e, etc.)
- 7) Submit your exit portfolio with sufficient time for review prior to your scheduled interview. You must schedule your interview through the program coordinator.

Timetable

Your exit portfolio is due the first Saturday in December if you take the comprehensive assessment in the fall or the first Saturday in April if you take the assessment in the spring.

Your interview must be scheduled by or before this date. **Please coordinate all of this the program coordinator to whom you will submit your assessment.** You cannot graduate without meeting the comprehensive assessment requirement by the dates specified. We are required to notify the Records Office of your successful fulfillment of the comprehensive assessment requirement shortly after you submit it. We strongly suggest that you complete everything as early as possible to allow for any revisions that may be required in order for you to successfully meet this requirement and graduate.

COMPREHENSIVE ASSESSMENT FOR THE M.ED. IN TESL PROGRAM

PERFORMANCE AREA 1: UNDERSTANDING OF LANGUAGE AND SECOND LANGUAGE ACQUISITION

PRIMARY TESOL DOMAIN: LANGUAGE (1) FSEHD Conceptual Framework: Knowledge: Domain Specific Knowledge; Practice: Reflective Problem Solving and Professional Practice; Technology Use; Diversity: All Areas; Professionalism: Professional Ethics and Collaboration and Leadership; RIPTS 1, 2, 3, 4, 5, 6, 8

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
a) candidate understands the components of language (1.a.1 to 1.a.5), (1.a.6), (1.a.9)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
b) candidate understands the process of language acquisition and uses that knowledge to design effective instruction (1.b.5), (1.b.6), (1.b.7), (1.b.8), (1.b.9), (2.a.4)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to indicator	
c) candidate respects the primary language and coordinates instruction with the family (1.a.8), (1.b.7)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge/skill pertaining to indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
d) candidate uses effective methods and materials to promote second language development (1.b.1to 1.b.5), (1.b.9), (1.b.10 to 1.b.13), (3.b.3-3.b.5), (3.c.1-3.c.5)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge/skill pertaining to indicator	Evidence indicates superior level of knowledge and skill pertaining to indicator	

Suggested Artifacts: Language Group Specific Fact Sheet, Language Learning Biography, Learning Logs, Chapter Concept Maps, Language Teaching Principles Paper (Principles of Instruction), Case Studies, Pedagogical Application Exercises, Etymology Paper, Reflection Paper, Quizzes, ESL Classroom Observations & Observation Reports, Focused Instructional Activities, Lesson/Unit Plans. Needs Assessment Project Leading to ESL Course Syllabus, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 2: UNDERSTANDING OF CULTURE AND ITS EFFECT ON TEACHING AND LEARNING

PRIMARY TESOL DOMAIN: CULTURE (2) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Practice: Reflective Problem Solving, Professional Practice; Diversity: All Areas; Professionalism: Collaboration: RIPTS 1, 3, 4, 6

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate understands the indicators of and uses culturally and linguistically responsive instruction (1.a.8), (1.b.8), (2.a.1), (2.a.4), (2.b.1), (2.b.2), (2.b.3), (2.b.4), (3.a.2), (3.a.3), (3.a.4), (5.a.2)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>b) candidate communicates effectively with and supports culturally and linguistically diverse students and their families (2.a.2), 2.a.4), (2.b.1), (2.b.2), (2.b.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>c) candidate infuses multicultural indicators in the curriculum in terms of perspective, themes, knowledge and/or skills (2.a.2), (2.b.2), (2.b.3), (2.b.5)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Research Papers, Case Studies, Reflective Journal, Curriculum Material Evaluation, Needs Assessment Project; ESL Unit/Lesson Plans, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 3: PARENT AND FAMILY INVOLVEMENT AND OUTREACH

PRIMARY TESOL DOMAIN: CULTURE (2) FSEHD Conceptual Framework: Knowledge: Metacognitive Knowledge, Domain-Specific Knowledge; Diversity: All Areas; Professionalism: Collaboration and Leadership; RIPTS 7, 9, 11

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
a) candidate demonstrates sensitivity and respect for the feelings and viewpoints of diverse families (2.a.1), (2.a.2), (2.a.4), (2.b.1)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
b) candidate communicates and collaborates effectively with culturally and linguistically diverse (CLD) families (2.a.2), (2.a.3), (2.a.4), (2.b.2), (2.b.3), (2.b.4)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
c) candidate accesses and utilizes agencies and community organizations for CLD families and their children (5.b.1), (5.b.2), (5.b.3), (2.b.5)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	

Suggested Artifacts: Family Interview Questionnaires, Take Home Activities, Parent Meeting Reflections, Action Research in Classrooms, Letters/Evaluations from School Administrators, Letters from Parents/Community Agency Personnel, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 4: SECOND LANGUAGE DEVELOPMENT IN CONTENT-BASED INSTRUCTION

PRIMARY TESOL DOMAIN: INSTRUCTION (3) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Technology Knowledge; Practice: Professional Practice and Technology Use; Diversity: All Areas; Professionalism: Collaboration; RIPTS 2, 3, 4, 5, 7, 8

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate designs and delivers comprehensible academic instruction and promotes language development for second language learners at different stages of English proficiency (3.a.1 to 3.a.4), (3.b.1), (4.b.1 to 4.b.5)</p> <p>b) candidate provides level-appropriate, standards-based instruction using well-selected methods & materials for ELLs (including technology) (1.b.1 to 1.b.6), (1.b.10 to 1.b.13), (3.b.2 to 3.b.8), (3.c.1 to 3.c.5); (4.c.1 to 4.c.3)</p> <p>c) candidate extends learning to the home and community in order to develop language, literacy, and academic concepts in a second language (1.b.7), (2.a.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Textbook Analysis, Critique of Internet ESL Resources, Language Teaching Principles Paper (principles of instruction), Tutoring Project, Interdisciplinary Unit, Content-based ESL Lesson Plans/Units, Needs Assessment and ESL Course Syllabus, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 5: SECOND LANGUAGE CURRICULUM DESIGN AND DEVELOPMENT

PRIMARY TESOL DOMAIN: INSTRUCTION (3) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Technology Knowledge; Practice: Reflective Problem Solving, Professional Practice, Technology Use; Diversity: All Areas; Professionalism: Collaboration; RIPTS 2. 3. 4. 7

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate designs curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, second language characteristics, and other important learning characteristics (1.a.6), (1.b.1 to 1.b.4), (1.b.9), (3.a.3), (3.c.1)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>b) candidate adapts curriculum and instruction to meet students’ cultural, linguistic, and academic support needs (3.a.3), (3.a.4), (3.b.1), (3.b.3 to 3.b.8), (3.c.1 to 3.c.5); (4.b.1 to 4.b.5)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>c) candidate communicates with diverse families and other service providers to plan well-coordinated second language curriculum and instruction for ELLs (2.a.3), (5.b.1) (5.b.2), (5.b.3), (5.c.2), (5.c.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: ESL Curriculum Unit, Curriculum Unit Evaluation, Evaluation of a Curriculum Material, Curriculum Materials You Have Developed/Adapted for Students, Self-Reflective Teaching Journal, Feedback from Internship

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 6: LITERACY INSTRUCTION IN A SECOND LANGUAGE

PRIMARY TESOL DOMAINS: LANGUAGE (1); INSTRUCTION (3); FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Technology Knowledge; Practice: Reflective Problem Solving, Professional Practice, Technology Use; Diversity: All Areas; Professionalism: Collaboration; RIPTS 2, 3, 4, 5, 6, 7, 8

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate demonstrates respect for the role of a student’s first language and second language oral language development to cultivate literacy (1.b.5), (1.b.6), (3.b.6); (4.b.1 to 4.b.5)</p> <p>b) candidate implements a range of second literacy development approaches in teaching reading and writing (1.a.1), (1.a.2), (1.a.3), (1.a.4), (1.a.5), (1.a.7), (1.b.5), (1.b.6), (3.b.3), (3.b.8), (4.c.1), (4.c.3)</p> <p>c) candidate selects appropriate materials and curriculum to support literacy development in a second language (3.b.6), (3.b.7), (3.b.8), (3.c.1), (3.c.3), (3.c.4)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Examinations, Literacy-related Projects, Literacy-oriented ESL Lessons/Thematic Units (L2 literacy development & content instruction); PLPs for English Language Learners, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 7: ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

PRIMARY TESOL DOMAIN: ASSESSMENT (4) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge, Technology Knowledge; Practice: Communication and Expression, Reflective Problem-Solving; Professional Practice; Technology Use; Diversity: All Areas; Professionalism: Professional Ethics & Collaboration and Leadership; RIPTS 9, 7, 11

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate evaluates, selects, conducts, and interprets formal and informal assessments for ELLs, including authentic, performance, curriculum and portfolio-based assessment (2.b.4), (4.a.1 to 4.a.3), (4.b.1 to 4.b.5), (4.c.1 to 4.c.3)</p> <p>b) candidate uses the results of assessments conducted to develop standards-based, culturally-, linguistically-, and educationally-responsive instruction for ELLs (3.a.1), (3.a.3), (3.b.1), (3.c.2), (3.c.4), (4.b.1 to 4.b.5) (5.a.2)</p> <p>c) candidate collaborates effectively with parents and other professionals to conduct comprehensive assessments of ELLs (2.a.3), (5.c.2)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p> <p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p> <p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Research Paper on Assessment Issues, Needs Assessment (of a particular group of learners), Language Proficiency Assessment Case Study, Parent-Friendly Assessment Report, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

PRIMARY TESOL DOMAINS: LANGUAGE; CULTURE (1, 2) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Technology Knowledge; Practice: Professional Practice, Technology Use; Diversity: All Areas; RIPTS 2, 4, 6

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate demonstrates enthusiasm & confidence for teaching and learning and conveys respect for the feelings, ideas, and backgrounds of ELL students (1.b.4), (1.b.7), (1.b.9), (1.b.11), (2.a.1)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>b) candidate creates an environment that is engaging and allows all ELLs to participate; promotes teamwork and respect among ELL students (1.a.6), (1.a.10), (1.b.1), (1.b.2), (1.b.3), (1.b.4), (1.b.9), (1.b.11), (2.a.2), (3.a.2), (3.a.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>c) candidate uses room design to support ELL learning (1.b.3), (3.a.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Action Research Course Project, Needs Assessment, Reflection, Internship Evaluations, Evaluations from School Administrators, Letters from Parents, Self-Reflective Teaching Journal

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 9: CLASSROOM-BASED RESEARCH

PRIMARY TESOL DOMAIN: PROFESSIONALISM (5) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression, Reflective Problem-Solving, Professional Practice; Technology Use; Diversity: All Areas; Professionalism: Professional Ethics, Professional Development; RIPTS 10, 9, 7

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
a) candidate is familiar with and uses research-based assessment practices designed for English Language Learners (4.a.2), (4.b.1 to 4.b.5)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
b) candidate is familiar with and uses research-based teaching practices designed for English Language Learners (3.a.1), (3.a.2), (3.b.2), (3.c.3), (3.c.4), (3.c.5), (5.a.1)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	
c) candidate poses important instructional questions and collects data to make the best instructional decisions for ELLs in his/her classroom (5.c.1)	Evidence indicates some awareness and skills pertaining to this indicator	Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator	Evidence indicates superior level of knowledge and skill pertaining to this indicator	

Suggested Artifacts: Research Course Papers, Action Research Project, Needs Assessment Leading to ESL Course Syllabus, Journals, Reflections

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

PERFORMANCE AREA 10: PROFESSIONAL BEHAVIOR/ADVOCACY

PRIMARY TESOL DOMAIN: PROFESSIONALISM (5) FSEHD Conceptual Framework: Knowledge: Domain-Specific Knowledge; Practice: Communication and Expression, Reflective Problem Solving; Diversity: All Areas; Professionalism: Professional Ethics, Collaboration and Leadership; RIPTS 10, 11

Performance Indicators	Approaches	Meets	Exceeds	Evidence Used
<p>a) candidate creates and maintains respectful and productive relationships with CLD parents/families (1.b.7), (1.b.8), (2.a.3), (2.b.1), (2.b.4), (2.b.5), (3.c.2), (5.b.1)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>b) candidate collaboratively plans and provides appropriate learning experiences for ELLs in his/her classroom/school (5.b.2), (5.c.2), (5.c.3)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	
<p>c) candidate advocates for best practices for ELLs and their families at a local school level and works with others to gain needed changes in policies and practices (4.a.2, 4.a.3, 4.a.4) (5.b.3), (5.c.1), (5.c.2)</p>	<p>Evidence indicates some awareness and skills pertaining to this indicator</p>	<p>Evidence indicates satisfactory level of knowledge and skill pertaining to this indicator</p>	<p>Evidence indicates superior level of knowledge and skill pertaining to this indicator</p>	

Suggested Artifacts: Philosophy of Education as a Teacher of English to Speakers of Other Languages, Letters from School Administrators, Correspondence to/from Parents, Parent-Friendly Assessment Report, Letters to Families, Feedback from Colleagues, Supervisory Reports, Documentation of Advocacy Efforts (e.g. Action Research Project), Local Policies Developed, Recommendations for Improved Practice in Instruction, Assessment and Parent and Community Engagement (in Papers/Journals)

Criteria are to be demonstrated through artifacts combined with written or oral reflection (exit interview) for each performance area

Summary Sheet: *(You must meet or exceed the standards in 8 out of 10 areas to pass this assessment; You must meet or exceed all standards and obtain the rating of “exceeds” for 6 out of 10 areas to graduate with honors)*

Overall Rating of Each Area (Combining all Scores Given to Indicators in Each Area)

AREA I	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA II	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA III	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA IV	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA V	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VI	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VII	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA VIII	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:
AREA IX	<input type="radio"/> APPROACHES	<input type="radio"/> MEETS	<input type="radio"/> EXCEEDS	Comments:

AREA X

APPROACHES

MEETS

EXCEEDS

Comments:

Comprehensive Assessment Performance Areas Matched to TESOL Standards

Performance Area	1a	1b	2a	2b	3a	3b	3c	4a	4b	4c	5a	5b	5c
1. Understanding Language and Language Acquisition	X	X	X			X	X						
2. Understanding of Culture and Its Effect on Teaching and Learning	X	X	X	X	X						X		
3. Parent and Family Involvement and Outreach			X	X								X	
4. Second Language Development in Content-based Instruction		X	X		X	X	X		X	X			
5. Second Language Curriculum Design and Development	X	X	X		X	X	X		X			X	X
6. Literacy Instruction in a Second Language	X	X				X			X	X			
7. Assessment of Culturally and Linguistically Diverse Learners			X		X	X	X	X	X	X	X		X
8. Maintaining an Environment that Promotes Learning	X	X	X		X								
9. Classroom-based Research					X	X	X	X	X		X		X
10. Professional Behavior/Advocacy		X	X	X			X	X				X	X

To understand how specific indicators connect to the TESOL/NCATE P-12 Teacher Education Standards, See the attached rubric: Comprehensive Assessment for the M.Ed. in TESL Program

Exit Portfolio		Fall 07		Area 1: Understanding Language				Area 2: Understanding of Culture				Area 3: Family Involvement			Area 4: Content-Based Instruction			Area 5: Curriculum Design			Area 6: Literacy Instruction			Area 7: Assessment			Area 8: Environment			Area 9: Classroom-Based Research				Area 10: Professionalism																						
Last Name	First Name	ID	Date	a	b	c	d	a	b	c	d	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	d																				
Bouqaraa	Abdelghan	397161	12/17/2007		3	3	3	2.5	2	2	2				2	1.5	1.5				3	3	2.5				3	2	1.5	2.5	2	2.5				2	3	2	2	2	2.5	2	2.5				2	2.5	2	2.5				1.5	2	1.5

1 = Approaches 2 = Meets 3 = Exceeds

This is the first semester that the Exit Portfolio was offered; only one candidate graduated Fall 07; See Attachment A

No Average Was Computed as Only One Candidate Took the Examination in 2007

Exit Portfolio		Spring 2008																																			
Last Name	First Name	ID	Date	Area 1: Understanding Language				Area 2: Understanding of Culture				Area 3: Family Involvement			Area 4: Content-Based Instruction			Area 5: Curriculum Design			Area 6: Literacy Instruction			Area 7: Assessment			Area 8: Environment			Area 9: Classroom-Based Research			Area 10: Professionalism				
				a	b	c	d	a	b	c	d	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c		
Lewalski	David	391504	12/8/2007	2	2	2	2	2	2	2	2.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2.5	2	2	
Qian	Hong	397345	4/21/2008	3	3	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2.5	2.5	2.5	2	2	2	2	2	2	2	2	2	2	2	2	2
Ramos	Nicole	327197	12/8/2007	2	2	2	2	2	2	2	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2	2	2	1	
Skaradowski	Amy	211835	4/21/2008	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	2	
Average Scores				2.25	2.25	2	2	2	2	2	1.75	2	2	2	2	2	2	2	2	2	2	2	2.125	2.125	2.125	2.5	2.25	2.25	1.75	1.75	1.75	2	2	2.125	1.75		

For this assessment, the evidence presented in the exit portfolio, the candidate's reflections about each area and performance in the exit interview result in the final scores gh

Note:
 This semester was the final semester in which a Written Comprehensive Examination was Permitted
 Nancy (Durst) Medeiros (0249553), Lynn O'Malley (0252937) and Elhoucine Zineelabidine (0315909) all took a written
 Comprehensive Examination which was the requirement at the time their Plans of Study were formulated
 They all passed the Comprehensive Examination which is a P/F Examination

1 = Approaches 2 = Meets 3 = Exceeds

Matches Data in Attachment A: 7 Candidates Graduated This Semester

Exit Portfolio Fall 2008

Last Name	First Name ID	Date	Rater	Area 1: Understanding Language					Area 2: Understanding of Culture					Area 3: Family Involvement					Area 4: Content-Based Instruction					Area 5: Curriculum Design					Area 6: Literacy Instruction					Area 7: Assessment					Area 8: Environment					Area 9: Classroom-Based Research					Area 10: Professionalism														
				a	b	c	d	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall																							
Almond	Allison	218046	12/13/2008	1	2	3	3	3	2.5	2	2	2	2	2	2	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5								
Couto	Rosa	236134	12/13/2008	1	2	2	2	3	2.5	1	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2								
Laspee	Nicole	335226	12/13/2008	1	2	3	3	3	3	2	3	2	2	2	2	3	3	3	3	3	3	3	3	2.5	2	2.5	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5
Rodriguez	Alexandra	325922	12/2/2008	1	2	2	2	3	2	2	2	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
Stern	Jaime	412104	12/13/2008	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2				
Trites	Kathryn	391359	12/13/2008	1	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2.5	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5	2	2	2	2.5
Warburton	Cynthia	269902	12/4/2008	1	1	2	3	3	2	1	1.5	1	1	1	1	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Average Scores	(average of individual scores)				2	2.357143	2.428571	2.571429	2.357143	1.857143	2.464286	2.357143	2.285714	2.785714	2.571429	2.285714	2.607143	2.428571	2.321429	2.107143	2.378571	2.321429	2.285714	2.178571	2.321429	2.321429	2.178571	2.464286	2.392857	2.428571	2.071429	2	2.107143	2.642857	2.714286	2.5	2.714286	2.178571	2.535714	2.25	2.392857	2.5	2.214286	2.392857	2.428571																		

Beginning in Fall 2008, both independent rater's scores were included instead of the averaged score as was done in Spring 2008
 If Raters Could Not Agree, the Portfolio Would Have Been Rated by a Third Rater; But this wasn't necessary

For this assessment, the evidence presented in the exit portfolio, the candidate's reflections about each area and performance in the exit interview result in the final scores.

1 = Approaches 2 = Meets 3 = Exceeds

Matches Data in Attachment A: 7 Candidates Graduated This Semester
 All completed the Exit Portfolio

Three candidates passed with honors: Almond, Couto and Trites

Exit Portfolio		Spring 2009																																																			
Last Name	First Nam ID	Date	Rater	Area 1: Understanding Language				Area 2: Understanding of Culture				Area 3: Family Involvement				Area 4: Content-Based Instruction				Area 5: Curriculum Design				Area 6: Literacy Instruction				Area 7: Assessment				Area 8: Environment				Area 9: Classroom-Based Research				Area 10: Professionalism													
				a	b	c	d	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c	overall	a	b	c										
Abulencia-Shapli	Leana	409778	4/26/2009	1	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	2.5	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2.5	3	3	3	3		
Bednarz	Amy	261452	4/26/2009	1	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
DeNofio	Rachel	328313	4/26/2009	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2.5	3	3	3	3	3	3	2	2.5	2	2	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Healey	Kelly	391736	4/26/2009	1	3	3	2.5	3	3	2.5	3	2	2	3	2	2	3	2	2	3	3	3	3	3	3	3	3	3	3	2.5	3	2	2.5	3	3	3	3	3	2	3	2	2	2	2.5	3	2.5	3	3					
Lakin	Judah	401877	4/26/2009	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
Nanni	Alexander	417864	4/26/2009	1	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
Romano	Rebecca	250017	4/26/2009	1	2	3	2	3	2	2	2	2	2	2	2	2	2	2	3	3	3	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Average Scores				2.464286 2.857143 2.535714 2.785714				2.714286 2.464286 2.75 2.357143				2.5 2.642857 2.5 2.321429 2.428571				2.785714 2.857143 2.607143 2.785714				2.714286 2.714286 2.535714 2.714286				2.428571 2.357143 2.785714 2.571429				2.464286 2.678571 2.285714				2.5 2.857143 2.857143 2.642857 2.857143				2.392857 2.464286 2.142857 2.321429				2.678571 2.678571 2.285714 2.607143													

1 = Approaches 2 = Meets 3 = Exceeds
Scores of Two Independent Raters are Reported as in Fall 2008

For this assessment, the evidence presented in the exit portfolio, the candidate's reflections about each area and performance in the exit interview result in the final score:

Matches Attachment A: 7 Candidates Graduated this Semester

Five candidates passed with honors: Abulencia-Shapli, DeNofio, Healey, Lakin and Nanni

Exit Portfolio- Summary Sheet

Last Name	First Name	ID	Date	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
Fall 2007													
Bouqaraa	Abdelghani	397161	12/17/2007	3	2	1.5	3	2	2	2	2	2	2
No averages possible; only one candidate took exit portfolio in 2007													
Spring 2008													
Lewalski	David	391504	12/8/2007	2	2	2	2	2	2	2	2	2	2
Qian	Hong	397345	4/21/2008	3	2	2	2	2	2	2.5	2	2	2
Ramos	Nicole	327197	12/8/2007	2	2	2	2	2	2	2	2	1	2
Skaradowski	Amy	211835	4/21/2008	2	2	2	2	2	2	2	3	2	2
Fall 2008 (Scores of the Two Raters are Combined to Give the Overall Rating; Both Raters Sit And Discuss the Scores and Come to An Agreed Upon Overall Rating for Each Area)													
Almond	Allison	218046	12/13/2008	3	2	2	3	3	3	2	3	2	3
Couto	Rosa	236134	12/13/2008	2	3	3	2	2	3	2	3	3	3
Laspee	Nicole	335226	12/13/2008	3	2	3	3	2	2	2	3	2	2
Rodriguez	Alexandra	325922	12/2/2008	2	3	3	2	2	2	2	2	3	2
Stern	Jaime	412104	12/13/2008	2	2	2	2	2	2	2	3	2	2
Trites	Kathryn	391359	12/13/2008	3	3	3	3	3	3	2	3	3	3
Warburton	Cynthia	269902	12/4/2008	2	1	2	2	2	2	2	2	2	2
AVERAGES for 2008 (N=11)				2.36363636	2.18181818	2.36363636	2.27272727	2.18181818	2.27272727	2.04545455	2.54545455	2.18181818	2.27272727
Spring 2009 (Scores of the Two Raters are Combined to Give the Overall Rating; Both Raters Sit And Discuss the Scores and Come to An Agreed Upon Overall Rating for Each Area)													
Abulencia-Shapli	Leana	409778	4/26/2009	3	2	3	3	3	2	3	3	2.5	3
Bednarz	Amy	261452	4/26/2009	2	2	2	2	2	2	2	2	2	2
DeNofio	Rachel	328313	4/26/2009	3	3	3	3	3	3	2	3	2	3
Healey	Kelly	391736	4/26/2009	3	2	2	3	3	3	2.5	3	2.5	3
Lakin	Judah	401877	4/26/2009	3	3	3	3	3	3	3	3	3	3
Nanni	Alexandra	417864	4/26/2009	3	3	2	3	3	3	2	3	2	2.5
Romano	Rebecca	250017	4/26/2009	2	2	2	2	2	2	3	3	2	2
Fall 2009 (Scores of the Two Raters are Combined to Give the Overall Rating; Both Raters Sit And Discuss the Scores and Come to An Agreed Upon Overall Rating for Each Area)													
Faria	Matthew	312850	12/11/2009	2	2	2	2	2	2	2	3	2	3
Migliore	Alicia	340396	12/11/2009	3	2.5	2	3	3	3	2	3	2	2
Scittarelli	Ronilee	310778	12/16/2009	3	2	3	3	3	2	2	3	2	3
AVERAGES for 2009 (N= 10)				2.7	2.35	2.4	2.7	2.7	2.5	2.35	2.9	2.2	2.65

For this assessment, the evidence presented in the exit portfolio, the candidate's reflections about each area and performance in the exit interview result in the final scores given.

1 = Approaches 2 = Meets 3 = Exceeds

Results of Exit Interviews Conducted with Candidates

Exit interview data was used for a more qualitative review of our program. The following were conclusions taken from the commentary of our candidates and, next to each, subsequent changes made in our program. Since only one candidate graduated in 2007, we put his recommendations and commentary about the strengths of the program in with the 2008 commentary.

2007/2008:

Recommendations

- Advise candidates about the comprehensive assessment/exit portfolio requirement when they enter the program; at the same time they create their Plan of Study (This in fact is now done this way)
- Split TESL 551 into two classes: One on Curriculum Design and One on Assessment (This was not done to avoid an increase in credits in the program; however we are working to make certain that the two major foci of the course are carefully structured and delivered to enhance candidate satisfaction with the course).
- Hold more social events (We began holding an annual social event in Spring 2009. The social event is scheduled around the same time as our annual graduation so we can celebrate and honor the graduates of our program. This allows program candidates who are at different points in the program to come to know one another since they are not meeting in their classes.)
- Have candidates take INST 516 sooner in the program (Instructional Technology Course); (this is not always possible, but we do recommend it now when the Plan of Study is formulated)

Strengths of the Program

- Availability of instructors; advisor
- Candidates felt the program had helped them understand the language acquisition process
- Changes were noted by candidates in their ability to look at learners and understand what they need
- Candidates felt the program moved them toward more communicative language teaching

2009:

Recommendations

- Candidates wished the program had done more to help them access community resources for families; increased their knowledge of low incidence cultural groups and placed more emphasis on culturally responsive instruction. Candidates felt more emphasis was placed on linguistically responsive instruction than culturally-responsive instruction. (We are now working on this in TESL 546 and 507 to insure that our candidates can create culturally responsive units of instruction and establish culturally responsive conditions in classrooms. In TESL 549 we are working to insure that candidates learn more about low incidence cultural groups in our region.)

- As was the case in 2008, candidates recommended that INST 516 be taken earlier in the program (our candidates take their ESL endorsement courses first and are then take the courses that make up the other program requirements—they do this for employment reasons; but we are now advising them to take INST 516 sooner. Still it is their choice as to when to take INST 516)
- For those with limited teaching experience, several candidates wished for even more teaching experience throughout the program (In addition to the field experiences mentioned in Section I, we have increased opportunities for them to volunteer in local programs while going through the program)
- To have an annual meeting for program students (This recommendation is under consideration; we may combine this with our social event).
- More flexible courses for busy teachers (we now have made two of our courses into hybrid (partially online) courses)
- Check for redundancy among courses and also in the performance indicators in the comprehensive assessment (we like that there is some degree of redundancy; but are now aware of this concern and watching for this across the courses)
- Give more options for FNED 502 (we now have created two other options for students for meeting this requirement—See Current Plan of Study provided in Section I. These two options to FNED 502 did not exist prior to Fall 2009)

It should be noted that no concerns were raised about TESL 551 nor did any candidate suggest that it needed to be split into two separate courses, so we believe that we were successfully in addressing the prior year's concerns about this course.

Strengths

- Strong advisement of candidates
- Length of program; number of courses; order of courses were all mentioned as strengths
- Candidates remarked that they like having their advisor/full-time faculty member as their supervisor in the internship
- Candidates preferred having an exit portfolio (performance-based assessment) over a written exam or thesis
- Valued their textbooks and found them useful
- Liked having the rubrics and guidance for their projects
- Felt the program aided them in really delivering “learner-centered” practice; Candidates mentioned that the program helped them look at the individual child and know how to differentiate instruction
- Felt they are more collaborative as a result of the program