

Program Report for the Preparation of Teachers of English to Speakers of Other Languages Teachers of English to Speakers of Other Languages (TESOL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Rhode Island College

2. State

Rhode Island

3. Date submitted

MM DD YYYY

01 / 12 / 2010

4. Report Preparer's Information:

Name of Preparer:

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5. NCATE Coordinator's Information:

Name:

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6. Name of institution's program

M.Ed. In Teaching English as a Second Language

7. NCATE Category

English as a Second Language

8. Grade levels⁽¹⁾ for which candidates are being prepared

P-12 (depends on base teaching certificate: P-2, 1-6, 7-12)

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

ESL Endorsement

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of TESOL standards. (Response limited to 4,000 characters)

The M.Ed. in Teaching English as a Second Language (TESL) Program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and Rhode Island College.

Rhode Island College was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Later it became a full-fledged teachers' college, the Rhode Island College of Education. In 1958, the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college has served as a "College of Opportunity" for first-generation college students and now serves approximately 9,000 students. Academic offerings are provided in five schools: the FSEHD, the Faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. Rhode Island College is accredited by the New England Association of Schools and Colleges (NEASC) and the FSEHD by NCATE.

In Rhode Island, the ESL teacher license is an "endorsement" that is added to the teacher's base certificate, so that the teacher is a highly qualified elementary or secondary teacher first and then adds the ESL endorsement (see next section for additional information on the requirements for each base certificate). The following are the state-approved models of service delivery to ELLs:

- English as a Second Language Program (e.g. Elementary Teacher with the ESL endorsement who serves ELLs)
- Sheltered Content Instruction
- Bilingual Education
- Two-way/Dual Language
- Newcomer Program, and
- Collaborative ESL & General Education (Resource ESL Model)

There is a free standing K-12 ESL Specialist credential available in Rhode Island, but the title "specialist" is somewhat misleading in that persons holding this certificate are becoming teachers for the first time. Few candidates pursue this certificate because it only allows the recipient to work on an ancillary basis as a resource teacher and is typically only used by low incidence districts where they seek teachers for this method of service delivery (i.e. pull-out service delivery K-12). Rhode Island College previously offered an MAT Program that led to the K-12 Specialist certificate but it was discontinued 4 years ago as the enrollment did not meet the minimum requirements for sustaining a graduate program. The M.Ed. in TESL Program, now Rhode Island College's only graduate degree in TESL, leads to the ESL endorsement, the primary way P-12 teachers prepare to become ESL teachers in Rhode Island. Thus an endorsement is considered an "initial teacher license in the field" since this is how elementary and secondary teachers become qualified for the first time to teach ESL in Rhode Island. Upon completion, candidates apply to the Rhode Island Department of Education and demonstrate that they have taken the coursework that leads to the ESL endorsement.

The M.Ed. in TESL Program in the Feinstein School of Education and Human Development consists of 30 credits, 21 of which are in Teaching English as a Second Language (See Plan of Study). College policies dictate that a person must be admitted to the program by the time he/she enrolls in the third graduate course in a given graduate program. In early courses in the program, we collect data on those

planning to matriculate, as well as those who have matriculated. This way, we are able to monitor our candidate's from their first course forward. As required in NCATE Program Approval Submission Guidelines, this report will only include data for those formally admitted to the M.Ed. in TESL Program.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The ESL endorsement requirements vary by base certificate, as already mentioned. (See Attachment Rhode Island ESL Endorsement Requirements)

All candidates taking classes in our program participate in field experiences that will be described here. Since most individuals pursuing the Secondary Content Teachers Grades 7-12 ESL endorsement (excluding English and Foreign Language Teachers) do not typically enroll in the full M.Ed. in TESL Program (since they only need 9 credits to obtain the endorsement), the candidates pursuing the M.Ed. in TESL Program are primarily:

- Elementary and Early Childhood Teachers serving ELLs in their classrooms
- Secondary English and Modern Language Teachers (since in order to be considered highly qualified an ESL teacher must be English certified at the secondary level).
- Adult ESL educators working in RI Adult Education Programs in community and college settings with adults ages 17 and older (a small percentage of our candidates)
- EFL educators who plan to return to their countries of origin or who are preparing to work outside the U.S. (if U.S. citizens)

See Attachment Field Experiences Provided in Courses in the Program

Until the 2008-9 school year, the program required a practicum experience (TESL 552). The minimum number of hours required in an ESL classroom was 45, as this is the state's practicum requirement (due to the fact that certified teachers have already fulfilled a full semester of student teaching to obtain their teaching certificate), but most candidates completed many more hours than this. In order to insure that all candidates went well beyond the minimum number of hours and expand the amount of classroom experience in teaching ESL, the program piloted an ESL internship in 2008-2009 of 120 hours to test the feasibility of this requirement for working teachers (many of our teachers are already working as classroom teachers under their primary teaching certificate). We found that working P-12 teachers were able to meet this requirement, therefore, in the spring of 2009, we made a curriculum change from TESL 552 to TESL 553, and made 120 hours the new minimum requirement for ESL teaching and related experiences (i.e. assessing students, meetings with parents, collaboration with other teachers) for candidates enrolled in our Program.

Currently, our M.Ed. in TESL candidates spend approximately 8-9 hours per week in their ESL internship setting over a 14-week semester. It should be remembered that this is a graduate internship and that our P-12 candidates have all completed a full-time, supervised 14-week student teaching experience as part of their primary teaching certification which occurs well before an individual participates in the ESL Internship. Therefore, the Internship in ESL is designed to extend their teaching expertise specifically to English Language Learners. They have also all completed a minimum of 37-hours of early field experiences in English-as-a-Second-Language settings (using the lowest estimates from the chart above which may be an underestimate of the true amount of time spent in classrooms). We select our internship placements carefully and insure that they are appropriate in terms of the age level of the learners for which the candidate is certified to teach. Since many of our candidates are working teachers, we try to use placements in their schools. When we do select a placement site for a candidate who is not working, we carefully select the site and the cooperating teacher to insure the highest quality experience for our candidates. Under both arrangements, we always insure that the cooperating teacher is ESL endorsed with 3 years or more of teaching experience. All faculty supervisors are full-time faculty in the program. They coordinate with the cooperating teachers to insure that cooperating teachers are well informed as to the expectations of the internship as well as the

evaluation form they will use to rate the teacher they will mentor. The faculty supervisor confers with each cooperating teacher during the semester and increases consultations with a cooperating teacher if a candidate experiences any difficulties in his/her placement.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Admission to the program is dependent on several factors. Primary consideration is given to a candidate's academic record, standardized test scores (official test scores on the Graduate Record Examination or the Miller Analogies Test), a statement of professional goals as included in an application essay and a performance-based evaluation (such as his/her performance in his/her current teaching assignment). A bachelor's degree from a regionally accredited college or university is required for admission to all FSEHD graduate programs.

A minimum grade point average of B (3.00 on a 4.00 scale) in all undergraduate coursework is required. Applicants with undergraduate GPAs of less than 3.0 may be admitted to degree candidacy upon submission of other evidence of academic potential. The average entry GPA for candidates enrolled and taking classes during the three-year period of this report is 3.3. [See Section I Attachment: Candidates Active in M.Ed. in TESL Program During 2007-2009]

In the case of P-12 ESL teacher candidates, a teaching certificate must be presented. Three candidate reference forms with 3 accompanying letters of recommendation are required evaluating the candidate's ability to succeed in a graduate program and suitability as an ESL professional. All indicators are used in a holistic way to make a decision about program admission.

For a majority of those seeking the ESL endorsement in Rhode Island to teach in P-12 settings, completion of college-level study of a second language is also required (Note: This is not required for content area teachers at the secondary level; a very small percentage of our M.Ed. in TESL candidates). Upon admissions, a plan of study is tailored to each applicant. This insures that each candidate has the appropriate preparation to become an effective second language teacher, with consideration of his/her prior educational preparation and future role.

In order to be retained in the program, a candidate must maintain a minimum 3.0 GPA. Candidates who do not maintain a minimum 3.00 GPA may be placed on provisional status or dismissed. Two C grades are also cause for dismissal, as grades below B are not considered to be of graduate quality. The GPA of all program candidates is carefully monitored.

Graduation from the program is based on a satisfactory internship experience as well as passing a comprehensive assessment consisting of two parts: The compilation of an exit portfolio and an oral examination through an exit interview. Through this process candidates demonstrate 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 multiple performance indicators listed. By showing how well they meet each of these performance indicators (approach, meet, exceed), candidates demonstrate their knowledge, skills, and dispositions that the graduate program is designed to instill.

These ratings are combined to produce a summary rating for each of the 10 areas. In order to graduate, candidates must meet or exceed the standards in a minimum of 8 out of the 10 performance areas. This assessment is considered the primary content knowledge assessment for the Program, as Rhode Island does not require a Specialty Area Examination in English as a Second Language. More will be said about this assessment later in this report.

**4. Description of the relationship ⁽²⁾of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)**

A widely accepted model for professional practice is that of the reflective practitioner. Developed by Schön (1983), the notion of reflective practice has particular relevance for educators (Russell & Munby, 1992; Schon, 1987). It implies that skilled professionals monitor, analyze, and modify their behavior according to both its underlying rationale and its consequences. Reflection effectively integrates theory and practice, situating practice in a larger context of meaning and focusing theory towards specific outcomes.

Reflection is also a concept utilized by teacher researchers and those conducting both classroom-level and school-wide action research (Calhoun, 1994; Carr & Kemmis, 1986; Cochran-Smith & Lytle, 1992; Kincheloe, 1991; Stringer, 1996). Action researchers are practitioners who work to identify problems or questions in their own work setting, develop plans for addressing the problems or questions, initiate the plans, and rigorously study their actions to examine and evaluate effects.

FSEHD programs prepare professional educators to be effective and principled practitioners who carefully apply, adapt, and revise their practice as the situation demand. Accordingly, a dynamic interplay between academic study and field-based experience -- theory and practice -- infuses all programs. In an effort to communicate the dynamic interplay between theory and practice, and to implement it throughout our programs, the faculty has adopted the PAR acronym as an organizing theme. The three phases -- Planning, Acting, and Reflecting -- signify three different aspects of reflective practice, but taken together they highlight the theory-practice relationship. The phases are distinguished for purposes of analysis and communication, but they are depicted together to indicate their ongoing interaction. [See graphic representation of the FSEHD PAR Model]

Advanced Competencies for FSEHD Graduate Programs

The Advanced Competencies are built around the FSEHD Conceptual Framework. The competencies are also aligned with Rhode Island Professional Teacher Standards and Specialized Professional Association (SPA) standards. The Conceptual Framework and Advanced Competencies provide a basis for assessment of candidate qualifications and program quality.

FSEHD Advanced Competencies

Knowledge

- General Knowledge (candidate conducts knowledge searches, interprets knowledge gathered)
- Domain-Specific Knowledge (conceptual mastery of one's chosen field)
- Technology Knowledge

Practice

- Communication and Expression (candidate communicates knowledge effectively and articulately both orally and in writing)
- Reflective Problem-Solving
- Professional Practice
- Technology Use

Diversity

- Systems View of Human Development (candidate uses a systems-based approach (e.g., biological, psychological, social, or cultural) to understand child cognition, learning, and behavior)
- Family Centeredness and Engagement

- Individual Differences and Cultural Diversity
- Professionalism
- Professional Ethics
- Collaboration (with all stake holders)
- Leadership
- Professional Development

The M.Ed. in TESL Assessment system is designed to build and assess these specific advanced competencies as they apply to the theory and practice of Teaching English as a Second Language and to report on their development. Thus, our assessment system was designed to fulfill three purposes—1) to assess the development of the FSEHD Advanced Competencies, 2) to monitor the attainment of the TESOL/NCATE P-12 ESL Teacher Education Program Standards, and 3) to monitor the progress towards the Rhode Island Professional Teaching Standards. While our assessments are aligned to all three systems, they emphasize the standards established by TESOL for PreK-12 ESOL Professionals.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The M.Ed. in TESL Program Assessment System consists of both program-specific assessments and formative and summative unit assessments. There are 8 key assessments used by the program to assess candidate's developing knowledge, skills and dispositions as they move through the program (See Section II and attachment). In addition to the TESOL/NCATE P-12 ESL Teacher Education Program Standards, the M.Ed. in TESL Program Assessments are aligned to the FSEHD Advanced Competencies, and the Rhode Island Professional Teaching Standards (RIPTS). These assessments are administered in the order in which they appear in the attached table M.Ed. in TESL Program Assessment System.

The Program's Assessments interface with and contribute to unit assessments, both formative and summative. We align the two systems by using particular assessments from the M.Ed. in TESL Program to make judgments about our candidates that are reported to the Unit using specific unit assessment tools. We also implement 2 short rating forms designed by the Unit but based on performance in the program. (See Relationship of Program Assessments to Unit Assessments)

It should be clear that the program assessments for candidates enrolled in this program are highly specialized to the competencies needed by ESL teachers, rather than use of "generic" measures that are not well tailored to the role of an ESL professional.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Plan of study.M.Ed. in TESL-Revised.pdf

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Section I Attachment.doc

See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2009	49	10
2008	38	14
2007	23	7

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Nancy Cloud
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Education (Special Education and Bilingualism) Teachers College University Columbia (Masters Degrees in Language and Multicultural Education)
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Full-Time Department of Educational Studies Faculty; M.Ed. in TESL Program; Clinical Supervisor and Program Coordinator; Teaches TESL 507, 539, 546, 551 and 553 (was TESL 552)
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. 2009--Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices--together with Fred Genesee and Else Hamayan, Heinemann. 2. 2002--Culturally and linguistically responsive instructional planning. In A.J. Artiles and A.A. Ortiz (Eds). English Language Learners with special education needs: Identification, Assessment, and instruction (107-132). Washington, DC: Center for Applied Linguistics 3. TESOL Board 2000-2003; Worked in many capacities within TESOL (EEIS Chair, Publications Committee, TESOL Journal Editorial Board, Standards Projects); Regular history of TESOL Conference Presentations; Invited and Selected.
Teaching or other	Seven Years in Middle Level Spanish Bilingual and ESL Programs in San

professional experience in P-12 schools ⁽¹¹⁾	Francisco; Inservice Training re: the Assessment and Instruction of ELLs, including special populations of ELLs (Limited Formal Schooling; Special Needs) in IL, NY and RI; California Secondary Teaching Credential
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Faculty Member Name	Jaime Andrés Ramirez
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. University of Massachusetts, MA; Language, Literacy and Culture (Masters Degree in TESL)
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Full-Time Department of Educational Studies Faculty, M.Ed. in TESL Program and Graduate Bilingual Endorsement Coordinator; Teaches TESL 507, 541, 549
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Member, TESOL Journal Reviewer 2. Ramirez, J.A.; Paugh, P.; Robinson, E.; Habana-Hafner, A. (2007). Strategic Alignment, Scripted Curricula, and Content Based Instruction for ELLs. AAAL Costa Mesa, CA. Colloquium Organizer 3. Ramirez, J.A. and Mitchell, K. (2009, May). Effective Advocacy Strategies for English Language Learners. Panel presentation with Stephen Krashen, Maria Estela Brisk, Susan Ohanian, Julie Nora and Susan McGilvaray-Rivet. MATSOL Convention, Portsmouth, New Hampshire.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Three Years Teaching Experience, Middle School ELLs, Springfield, MA In-service Training; Massachusetts Teaching Credential

Faculty Member Name	Ezra Steiglitz
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. University of Pittsburg Reading and Language Arts
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Full-Time ELED Faculty Teaching TESL 507 (Cross referenced as ELED 507)
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. RITER Diversity Grant, "Use of Picture Books with At-Risk English Language Learners", a Professional Development Project conducted in Central Falls Public Library, during the spring 2008 semester 2. "A Rating Scale for Evaluating English as a Second Language Reading Material." Journal of Reading, vol. 26, no. 3 (December 1982) pp. 222-228. 3. Dr. Stieglitz is the author of the The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels, Third Edition (2002), Needham, MA: Allyn and Bacon, Inc.]
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Three Years in New York City Public Schools-- Elementary Level In-service Training Around Literacy Instruction for ELLs

Faculty Member Name	Barbara Al-Sabek
Highest Degree, Field, & University ⁽⁵⁾	MAT in TESL (56 credit program) Rhode Island College (also was a Ph.D. Candidate in Middle Eastern History, but did not complete) Georgetown University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Adjunct Department of Educational Studies Faculty M.Ed. in TESL Program; Intensive ESL Program on Campus; Teaches TESL 539 and 541 in the Summer
Faculty Rank ⁽⁷⁾	Adjunct Instructor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Curriculum Design for Adult Basic Education and ESL programs, The Genesis Center, Providence, RI 2005-present. 2. 2007—Analyzing Errors in an Inter-language System, Sixth Annual Rhode Island Adult Education Conference. 3. Teaching Pronunciation to Adult English Language Learners (RI Statewide Professional Conferences-2009 and 2006)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Many years experience in Adult ESL settings, (workplace, college-based and community-based programs--1992-present); K-12 teaching experience as a part of her MAT in TESL Program; Prepared international exchange students for US high schools & colleges (1995-1999)

Faculty Member Name	Susan Patterson (included because all M.Ed. in TESL Candidates are required to take INST 516--see Plan of Study. Whereas several options are given for the Social Foundations Course and the Research Course, Dr. Patterson's course is required).
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. University of Alabama Instructional Leadership/Instructional Technology
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Department of Educational Studies Faculty Teaching INST 516 Integrating Technology Into Instruction
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Educational Technology Workshops (invited). American Schools of Mexico Conference, Puebla, Mexico, 2002 (together with Beverly Ray). 2. Book Chapter: Versatile Handheld Computers Aid Mobile Student Teachers in Edutopia: Success Stories for Learners, Edited by Anna McFadden, Barrie Jo Price & George Marsh, The George Lucas Educational Foundation, Jossey-Bass, 2002 3. Multimedia in the Classroom, Central and Eastern European Schools Association, Istanbul, Turkey, 2001
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Project Manager & Curriculum Director, The Alabama Online High School; a Project of the University of Alabama; Middle School Faculty; Walworth Barbour American International School, Israel; Middle and High School teacher in Tennessee and Mississippi, 7 years; Strong interest in International Schools

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the TESOL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the

assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Comprehensive Assessment/Exit Portfolio (includes candidate's self-reflection and faculty's exit evaluation of candidate)	Portfolio and exit interview	End of program
Assessment #2: Assessment of content knowledge in English as a second language (required)	Grade Point Average (GPA) in TESL Courses-- based on performance on course projects/assessments tied to TESOL/NCATE standards	grades	Continuous assessment of candidate while passes through TESOL/NCATE aligned coursework in specialty area
Assessment #3: Assessment of candidate ability to plan instruction (required)	ESL Unit Plan	Project	In TESL 546
Assessment #4: Assessment of student teaching (required)	Practicum/Internship Evaluations (by cooperating teacher and college supervisor)	Rating Form	End of Program in TESL 553 ESL Internship (capstone course)—Formerly TESL 552 (Practicum)
Assessment #5: Assessment of candidate effect on student learning (required)	ESL Tutoring Project	Project	In TESL 546
Assessment #6: Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students. (required)	Philosophy of Teaching ESL	Written essay graded with a rubric	End of Program in TESL 553 ESL Internship (capstone course; was formerly TESL 552)

Assessment #7: Additional assessment that addresses TESOL standards (optional)	Assessment Case Study	Case Study	In TESL 551
Assessment #8: Additional assessment that addresses TESOL standards (optional)	Second Language Learning Project (includes a Language Learning Biography and a Language Sample Analysis)	Case Study/Project	Language Learning Biography in TESL 539 Language Sample Analysis in TESL 541

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each TESOL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple TESOL standards.

1. Domain 1 – Language. Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement.

#1 #2 #3 #4 #5 #6 #7 #8

1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	b	b	e	e	b	e	e	b
1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	b	b	e	b	b	e	e	b

2. Domain 2 – Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.

#1 #2 #3 #4 #5 #6 #7 #8

2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.	b	b	e	e	e	e	e	b
2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.	b	b	e	b	e	e	e	b

3. Domain 3 – Planning, Implementing and Managing Instruction. Candidates know,

understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing, and integrating language skills, and choosing and adapting classroom resources.

#1 #2 #3 #4 #5 #6 #7 #8

3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	b	b	b	b	b	b	e	e
3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.	b	b	b	b	b	b	e	e
3c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	b	b	b	b	e	b	e	e

4. Domain 4 – Assessment. Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

#1 #2 #3 #4 #5 #6 #7 #8

4a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.	b	b	e	e	e	e	b	e
4b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	b	b	e	e	b	e	b	e
4c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.	b	b	b	b	b	e	b	e

5. Domain 5 – Professionalism. Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

#1 #2 #3 #4 #5 #6 #7 #8

5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	b	b	e	b	e	b	e	e
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5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	b	b	e	e	e	b	e	e
5c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.	b	b	e	b	e	b	b	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. State licensure tests or professional examinations of content knowledge. TESOL standards addressed in this entry could include all five of the standards' domains. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Introduction and Assessment 1 Narrative.doc	Assessment 1 Attachment.pdf
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See **Attachments** panel below.

2. Assessment of content knowledge⁽¹⁵⁾ in TESOL. TESOL standards addressed in this assessment could include all of the TESOL standards except standards 5.b and 5.c. Examples of assessments include examinations, GPAs or grades¹⁵, analysis of oral and/or language examinations, reflections, case studies, research papers, cross-cultural experiences, role plays, essays, and portfolio tasks¹⁶. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 Narrative.doc	Assessment 2 Attachment.pdf
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See **Attachments** panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. TESOL standards that could be addressed in this assessment include all of the TESOL standards except standard 4.a. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, practicum evaluation, follow-up studies of graduates, and intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 Narrative.doc	Assessment 3 Attachment.pdf
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See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. TESOL standards that could be addressed in this assessment include all of the TESOL standards except standard 4.a. The assessment instrument used in student teaching, an internship, or other clinical experiences should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 Narrative.doc	Assessment 4 Attachment.pdf
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See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. TESOL standards that could be addressed in this assessment include all of the TESOL standards except standards 4.a, 5.b and 5.c. Examples of assessments include those based on lesson/unit plans, analysis of audio/video tape, analysis of language proficiency tests, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 Narrative.doc	Assessment 5 Attachment.pdf
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See **Attachments** panel below.

6. Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students. All of the TESOL standards could be addressed in this assessment, especially standards 5a, 5b, and 5c. Examples of assessments include evaluations of field experiences, reflections, case studies, and portfolio tasks. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 Narrative.doc	Assessment 6 Attachment.pdf
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See **Attachments** panel below.

7. Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 Narrative.doc	Assessment 7 Attachment.pdf
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See **Attachments** panel below.

8. Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8 Narrative.doc	Assessment 8 Attachment.pdf
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See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Analysis of Assessment Data: Changes Made to Strengthen Our Program

(1) Content Knowledge: Results from the Comprehensive Assessment and GPA Analysis (Assessments 1 and 2)

Because the Comprehensive Assessment/Exit Portfolio is a major content assessment for our program, we have used it to monitor any area in which candidates received a score of below 2 (“meets”). In fall 2007, the one candidate’s low scores all pertained to family outreach and involvement (3b, 3c, 5c, 10a and 10c. In spring, 2008 four areas were slightly below “meets”: 3c, 9a, 9b, 10c, showing that 3c and 10c continued to be areas for which our candidates were still not meeting our target. New areas of concern had to do with knowledge of research-based assessment and teaching practices; something we felt candidates were not as explicitly able to communicate about as we would have liked. So we addressed this in TESL 546 and 551. In fall 2008, only one indicator fell below a score of 2 (“meets”)-- indicator 2a (understanding and use of culturally and linguistically responsive instruction). We felt that our candidates knew how to make instruction linguistically responsive, but were not as successful in making it culturally responsive, so we have placed more emphasis on this in TESL 546 and TESL 507. By spring of 2009, no area fell below a 2 and this trend continued in fall of 2009. So the data has been useful in strengthening particular aspects of our program.

Our exit interviews also resulted in changes in our program, most notably, providing more options in the Plan of Study for FNED 502, delivering some courses (TESL 549 and soon TESL 539) as hybrid courses (partially in person and partially online), advising candidates to take INST 516 earlier in the program and making sure that candidates are apprised of the comprehensive assessment at the time their Plan of Study is formulated. (See other changes noted in Results of Exit Interviews Conducted with Candidates in Attachment 1; Section IV).

For Assessment 2, our second content assessment, candidates are meeting or exceeding standards. Still we noticed that TESL 507 had a different distribution of candidates into the categories of “meets” and “exceeds” than other courses in the program. We used this feedback to steadily improve our course delivery of TESL 507 to increase the performance of our candidates so that pattern of their performance would be more comparable with their performance in other courses in the program. Currently, we are satisfied that all courses are producing the same pattern of outcomes in the performance of our candidates (See 2009 data in Performance of Candidates in the Program Across TESL Courses in the Program).

(2) Professional and Pedagogical Knowledge, Skills, and Dispositions—Results from Assessments 3, 4, 6, 7, and 8

Use of Assessment 3 Unit Plan data. The Unit Plan data reported in Section IV show overall success of our candidates (all average scores are in the “meets” range of 4 to 5). However, we took note of any category in which our candidates did not attain the high meets score of 5 and have been working on the categories of 1) Unit goals and objectives, 2) ESL teaching strategies used, and 3) Assessment activities for the unit. We have improved scores for ESL Teaching Strategies and Assessment Activities to an average score at or above 5.0. We continue to work on the writing of unit goals and objectives because we have not yet attained a score of 5.0 although, looking at the data for 2009, we are close (4.83).

Use of Assessment 4: Practicum/Internship evaluations data.

As reported in Section IV, in fall 2008, our candidates did not meet our target for using a range of resources to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction (Item 3c1), perhaps because of the wording of the item which requires candidates to have demonstrated use of resources for learning about world cultures as much as their application of their knowledge. We plan to change this item’s wording to “applies knowledge of students’ cultures to curriculum and instruction and to the design of the classroom environment” in order to more fairly assess our candidates in this area during the internship, by which time their focus should be on applying their knowledge in classrooms. We also noticed that item 2c6 “using technological means of communication, as appropriate” is not working very well and may need to be revised or deleted. This item was originally included to see if teachers were using e-mail to communicate with their students and/or their families about lessons, but we are finding this is not a very relied upon method of communication.

Use of Assessment: Philosophy of Teaching data.

As mentioned in Section IV, we have been refining this assessment over the three years included in this report. In 2007, too much weight was placed on mechanical aspects of the writing rather than the content of the Philosophy of Teaching paper. In 2008, the collapsing of the first three categories did not work in order to adopt our more frequently used rubric point schema of (1-3 approaches, 4-5 meets, and 6 exceeds) as the discussion of beliefs about language learning, teaching, and programs and curriculum was not even handed across those three areas when the categories were collapsed into one. By breaking them out again to three separate areas for discussion, we feel the discussion of each of these important areas is much more robust. We also like that each category has a score range so we can see variation in performance in each category. So in this case, the data has been useful to refine our assessment tool itself to accomplish our assessment purposes.

Use of Assessment 7: Case Study data.

We are getting some feedback from our Internship College Supervisor Evaluations that while attaining a rating of “meets standard”, our candidates could still improve their performance in performance-based assessment to assess language and content learning during instruction (Items 2d 1 & 2—discussed below). However, from a review of Assessment Case Study data, prior to the Internship semester no areas of concern are emerging. Our interpretation of the data is that, while candidates know how to select, administer and interpret assessments with ELL learners and engage in data based decision-making, their ongoing implementation of these strategies during instruction could still be enhanced. So we will continue to work on this during the Internship when we can focus on their implementation of assessments to gauge student learning.

Use of Assessment 8: Second Language Learning Project--a) Language Learning Biography and b) Language Sample Analysis.

a) Language Learning Biography: Reviewing data for this measure, we are satisfied with candidate performance, save the one semester in which an adjunct taught the course. All scores closely approach or meet the higher level of “meets”; a score of 5.

b) Language Sample Analysis: The data for this assessment do not signal any problems that need to be addressed. We are aware though from the various performance patterns, that the course may vary slightly from semester to semester in terms of the emphasis placed on the different components of

language (phonology, morphology and syntax, semantics and pragmatics). This appears to be the case based on our interpretation of sub-scores across the semesters for which data is reported. For example, in 2007, candidates received high scores in their ability to analyze learner language around morphology and syntax, whereas in 2008 and fall 2009 candidates received high scores in the area of phonology; lower scores in semantics and pragmatics. So while overall scores are good, we will continue to monitor performance to insure strong course delivery regarding all language components from semester to semester.

(3) Effect on Student Learning—Results from Assessments 4 and 5

Use of Assessment 4: Practicum/internship evaluations data.

As already mentioned, we have been monitoring candidate performance on items 2d (The practicum candidate assesses student learning by using performance-based assessment tools and tasks that measure ESOL learners progress toward state and national standards, using instruments and techniques to assess language and content learning). Our candidates have successfully learned a variety of means of assessing student learning (See Case Study Assessment conclusions), and show in the internship evaluations that they do plan to assess student learning (see data for item 1e1). However, we are still working to insure strong follow through on planned assessments during lesson delivery to insure that our candidates routinely assess the impact of their teaching on students learning.

Use of Assessment 5: Tutoring Project data. This assessment has been informing us of our candidate's ability to identify student needs, plan learning activities, and evaluate the effectiveness of their work with students. More specifically we get early feedback about their ability to identify and use WIDA proficiency levels of students when planning instruction. We look at their ability to identify appropriate linguistic and communicative objectives for their tutoring. We get feedback about their ability to plan meaningful activities to address the needs they have identified, and most importantly we look at their use of pre and post assessments to measure their effect on student learning.

While our scores have been meeting benchmarks (with one exception described in Section IV), we would like to elevate the performance of our candidates in writing linguistic and communicative objectives for their tutoring sessions and also in their selection and delivery of pre and post assessments to assess the effect of their instruction on student learning. So we have been working and will continue to work in TESL 546, TESL 507 and TESL 551 on these specific competencies so that our candidates perform even stronger in these two areas.

Other Changes in Our Assessment System

We are working now to align all of our rubrics to the same scoring systems: Either a 6 point system (1-3 Approaches, 4-5 Meets, and 6 Exceeds) or a 3 point system (1=Approaches, 2=Meets, and 3=Exceeds). This should make it easier to compare our data than in the past where some instructors (notably TESL 541) used a 100-point Rubric.

In the fall of 2009, The Feinstein School of Education and Human Development adopted Chalk & Wire; an electronic e-portfolio assessment and data storage system, for all undergraduate and graduate teacher education programs. We piloted the system in TESL 546 in fall of 2009 for the submission and scoring of the Unit Plan and Tutoring Projects. This system will be fully implemented across all programs and courses in the spring of 2010. When moving to the Chalk & Wire environment, we further defined our rubrics, making each score have it's own descriptor, whereas in the past each categorical score except "exceeds" had a score range to show the range of performance within each category (approaches 1-3; meets 4-5). In the future, we will be able to produce all our data reports directly from candidate performance stored in the Chalk and Wire system. This will facilitate the collection and analysis of data about our candidates; something that can only enhance our use of data to strengthen the program.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous

recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.