Program Level Assessment Report for 2012-2013
Prepared by Chris Hall

PROGRAM NAME, DEGREE NAME: TESOL Graduate Endorsement

COLLEGE in which PROGRAM is housed: College of Liberal Arts

REPORT PREPARED by: Chris Hall, Director of TESOL Programs and John Haught, TESOL faculty

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

This is the first year I have used this form. Also, this is the first year that TESOL Endorsement has been limited to graduate students. Consequently, previous action we took to improve student learning and outcomes must include both undergraduate and graduate endorsement students. In the previous report, prepared as a “Summary of Program Review of Assessment Data” for the College of Education and Human Services, we undertook the following actions to improve student learning and outcomes:

- Proposed adding a case study project as an option for the TESOL portfolio.
- Proposed a Graduate Colloquium in which students present their research and findings.

The first proposal was to be part of the new English MA portfolio. The proposal is still under consideration by the Language Program Committee. The department of English Graduate Committee felt that more feedback on the success of the new requirements for the MA proposal before proposing any changes.

For the second proposal, we have begun organizing a TESOL student organization with three purposes:

1. Raised monies for students projects and for opportunities to attend local TESOL conferences
2. Inform students of TESOL requirements and deadlines—including meetings to discuss the Graduate Colloquium.
3. Hold meeting to discuss topics and opportunities of interest to TESOL students and to meet TESOL, ESL, and LEAP faculty.
4. Discuss issue of concern in the various TESOL programs of study, for example, requirements and scheduling of internships, and practicums.

Professor Shengrong Cai has taken the initiative to organize the first meeting of the TESOL organization to vote in officers and to draft a statement of purpose for the organization. This first organizational meeting will be held in January 2014.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

Graduates will be able to develop a lesson plan for a targeted ESL audience and have it evaluated in a consistent and fair manner.

Developing a lesson plan is one of the central requirements for the TESOL class ENG 6740 and for the TESOL portfolio, item 6. The syllabus for ENG 4740/6740 and the description of the TESOL Exit Portfolio are attached to this report. Both documents explain how lesson plans are part of the skills a TESOL professional will need to be a successful teachers of second language learners.

However, because OBR has limited the TESOL endorsement to graduate students, because, consequently, I am limited to collecting data from just three undergraduate students for this 2012-2013 (the only students to complete TESOL endorsement for 2012-2013), and finally because I received this new format for reporting program assessment just a couple of months ago, I made a quick decision to do an email and phone interview with the three
undergraduates who had completed the endorsement program from 2012-2013. The details are reported in the next sections.

C. METHODS FOR COLLECTING DATA

I conducted email and phone interviews with three undergraduates who had completed the TESOL endorsement program, asking their input on five questions.

D. ASSESSMENT MEASURES

- The TESOL portfolio was the goal of an email and phone survey that I conducted. I interviewed three undergraduate students, asking them five questions:
  - Which course(s) and course work best prepared you for the TESOL portfolio. The TESOL portfolio is the final requirement in most of the TESOL programs (the TESOL certificate programs, the minor in TESOL, and the MA TESOL concentration)?
  - Was the feedback and evaluation clear, indicating a student’s strengths in completing the portfolio successfully?
  - Was information on content and due dates for the portfolio clearly conveyed to you in detail and in a timely fashion?
  - Which items in the TESOL portfolio were you most adequately prepared for? Which were you not adequately prepared for?
  - Did the TESOL faculty and TESOL program director give you constructive advice and instruction for completing the TESOL portfolio?

E. SIGNIFICANT FINDINGS

With such a small pool of subject from which to gather and analyze findings, I had to limit my findings to just one recurring issue voiced by the three subjects. That issue related to more transparency when evaluating a lesson plan assignment that is part of ENG 4740/6740 and the TESOL portfolio.

F. DISCUSSION OF RESULTS

These finding were discussed in a department of English meeting of the Language Program Committee (the department committee that deals with issues in our TESOL, ESL, and LEAP intensive English program as they relate to the department of English) and in two separate meetings with just the TESOL faculty. Also, the need for clear rubrics when evaluating lesson plans was discussed in a separate meeting with Tammy Kahrig, Assistant Dean for Assessment and Accreditation College of Education and Human Services, as the TESOL faculty prepares a NCATE-CAEP national review of the TESOL endorsement program.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

The actions the TESOL faculty has taken to make the evaluation of the lesson plans for ENG 4740/6740 and for the section of the TESOL portfolio dealing with writing lesson has been to develop more clear evaluative rubrics. Professor Deborah Crusan and Shengrong Cai were assigned the duty of developing a rubric. The rubrics are attached to this report.

H. SUPPORTING DOCUMENTS

- Attachment 1: A current syllabus for ENG 4740/6740 is attached
- Attachment 2: The requirement for the TESOL portfolio are attached
- Attachment 3: The new rubrics for evaluating the lesson plans in ENG 4740/6740 and for the TESOL portfolio item 6 that deals with preparing a lesson plan are attached
Attachment 1: A syllabus for ENG 4740/6740

See accompanying PDF: 4740_6740 Crusan F13.pdf
Attachment 2: The requirement for the TESOL portfolio (These requirements are for TESOL Endorsement students and for all other TESOL program.). Item 5 and 6 deal with lesson plans

EXIT PORTFOLIO ASSESSMENT FOR TESOL STUDENTS

IMPORTANT NOTICE FOR GRADUATE STUDENTS
THE TESOL PORTFOLIO IS PART OF THE MA PORTFOLIO. BOTH PORTFOLIOS MUST BE SUBMITTED TOGETHER.
Due DATE: - WEEK 9 OF THE SEMESTER
- WEDNESDAY
- NO LATER THAN 4:00 PM
READ THE FULL REQUIREMENTS FOR THE MA PORTFOLIO AT THIS WEB PAGE:
http://www.wright.edu/cola/Dept/eng/ma_portfolio.html

TESOL certificate, MA, and endorsement students must complete the TESOL Exit Portfolio.

For MA TESOL and endorsement students, check electronic submission below.

Check the guidelines for evaluating the TESOL Exit Portfolio.

The TESOL exit portfolio consists of:

1. A statement of the candidate's philosophy of teaching (1 page);

2. An introductory essay (3-4 pages) containing:
   a. A self-analysis of the candidate's development through the TESOL program, including overall strengths and weaknesses as an EFL/ESL teacher;
   b. A description of the practicum;

3. The practicum evaluation(s);

4. A video tape/DVD from the practicum, or other approved teaching experience (at least twenty continuous minutes in length), with a self-critique of the teaching (2-3 pages);

5. The final project from TESOL Practices and Materials or an approved original curriculum and materials project from another course. The project must contain a theoretical base and justification;

6. The Teaching Question Response (5-6 pages). The question must be included with the response. The candidate should request the teaching questions from the TESOL program director before beginning the portfolio. There are two scenarios, each with a specific grammar problem. The candidate will select one of the scenarios with the accompanying grammar problem and create a one-hour lesson plan, addressing all the information required in the response. (Check the TESOL teaching question response description below.)
7. Candidate's curriculum vita (optional).

The TESOL Portfolio must be done electronically for the TESOL MA and TESOL endorsement. It may be done electronically for other programs. See the TESOL Director for more information.

The TESOL exit portfolio replaces item 1 (the introductory essay) under “Portfolio Requirements” in the document Graduate Portfolio Procedures and Requirements. Therefore, TESOL M.A. candidates must complete the TESOL exit portfolio and items 2-5 of the graduate portfolio requirements.

For TESOL Endorsement students, in addition to the TESOL exit portfolio, students must also submit the Technology Project from ESL in the Pre-K-12 Classroom and the research project for Sociolinguistics.

The TESOL exit portfolio is a professional document. It should be assembled professionally, with single files for each electronic section or with clearly identified hardcopy sections. Portfolios that are incomplete or unprofessional will be returned ungraded.

The TESOL exit portfolio is evaluated using the TESOL Exit Portfolio Guidelines. If the portfolio is not acceptable, candidates will be provided with a written explanation of the reasons why. Candidates will be notified of the results once the grading is completed. The TESOL exit portfolio, when handed in independently of the MA portfolio, will be graded within two weeks of submission. Candidates for the TESOL certificate must be sure that when they submit their portfolio, their TESOL Program Checklist is up to date and their name is listed as they wish it to appear on the TESOL certificate.

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TESOL TEACHING QUESTION RESPONSE

Select one question (1 or 2). Respond in five to six pages. (Include the question sheet in section 6 of your portfolio.)

Curriculum design is perhaps the most important aspect of an ESL or EFL program. For one of the two following populations (1 or 2) design a content-based curriculum for one hour of an ESL or EFL course which emphasizes listening, speaking, reading, and writing in a whole-language context. This hour is part of a course that may encompass a quarter, semester, or year-long curriculum. In your design, address the issues listed below.

1) general objectives for the course
2) methodology with accompanying theoretical base for the course
3) specific objectives for the one hour
4) linguistic and cultural material for the one hour
5) types of learning and teaching activities for the one hour
6) teacher's roles for the one hour
7) learners' roles for the one hour
8) role of instructional materials for the one hour
9) a brief evaluation instrument for the hour
10) a brief contextualized grammar lesson that addresses the problem indicated
Attachment 3: The new rubrics for evaluating the lesson plans in ENG 4740/6740 and for the TESOL portfolio item 6 that deals with preparing a lesson plan

1. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They address their students’ diverse backgrounds, developmental needs, and English proficiency as they plan their instruction.
2. In the needs analysis component of the course development project, candidates review relevant literature to understand concepts, research, and national and local standards on ESL teaching and use multiple measures to obtain relevant background information of their students, including their L1 cultures, previous learning experience, current developmental needs, among others.
3. In the syllabus design component of this project, candidates set clear and appropriate overall goals for their ELLs within the particular education context.
4. In the lesson planning component of this project, candidates set clear and appropriate learning objectives for each of the lessons based on the needs analysis.
5. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.
6. Content-based instruction is introduced and practiced in this course and reflected in the course development project. The teaching of the four language skills and vocabulary is addressed in this course. Candidates develop content-based ESL lesson plans and address the various aspects of the four skills via a variety of activities, based on students’ interests and needs.
7. 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. Candidates are capable of finding, creating, adapting, and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials, and online multimedia.
8. In the lesson planning component of this project, candidates develop or adapt materials to meet the specific needs of their students. The development, adaptation, and selection of materials are based on students’ L1 cultures, interests, language developmental stages, and age. They incorporate technology-based materials into the lessons as appropriate.

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<th>Approaches Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
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<td>Candidates are aware of standard-based ESL instruction and content-based instruction.</td>
<td>Candidates take multiple measures to understand their students’ needs and design standard-based ESL instruction and content-based instruction to address students’ needs.</td>
<td>Candidates systematically gather information about their students’ needs and design standard-based ESL and content-based instructions with clear goals and objectives that are appropriate for their students. Candidates demonstrate abilities to carry out long-term and systematic plans and sequence the instructional blocks to move ELLs step by step from one level to the next throughout a semester-long weekly schedule plan.</td>
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<td>Candidates are aware of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, writing, and academic vocabulary.</td>
<td>Candidates plan for and implement learning activities that support the development of the various aspects of language skills and academic vocabulary.</td>
<td>Candidates plan for and employ a wide variety of learning activities that support the development of the various aspects of language skills and academic vocabulary. Candidates design and implement learning activities for ELLs to develop not only information-level language skills but also higher order thinking skills.</td>
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<td>Candidates are aware of the usefulness of a variety of materials and technologies in teaching ELLs.</td>
<td>Candidates use a variety of materials, including books, visual aids, realia, multimedia, to assist their students in learning.</td>
<td>Candidates use a variety of materials and also originally develop and/or substantially modify materials to meet the specific needs of their students.</td>
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<td>Writing and presentation of the needs analysis, syllabus, and lesson plans are clear and have only a few errors.</td>
<td>Writing and presentation of the content in the project are clear and free of errors.</td>
<td>Writing and presentation of the content in the project flow smoothly and reflect high academic standards.</td>
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