2012-2013 Assessment Report
College of Education
Department of Curriculum and Teaching
    English for Speakers of Other Languages, Graduate Certificate

Expected Outcome #1

Outcome Title: Content Knowledge

Full Description of expected Outcome:

ESOL Education certificate awardees must possess a base knowledge in field of linguistics and second language acquisition. They must know key theories related to effective teaching and assessment of ELLs along with showing understanding of cultural and professional aspects of the profession.

Assessment Instrument: Inventory of Candidate Proficiencies

Advanced Inventory of Candidate Proficiencies consists of 13 items based on professional, state, and college expectations. Items are rated on a scale of 1 - 4. 1 = Poor; 2 = Approaching; 3 = Competent; 4 = Exemplary.

<table>
<thead>
<tr>
<th>Candidate Proficiencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent Professionals</td>
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<tr>
<td></td>
<td>Poo 1</td>
</tr>
<tr>
<td>1. KNOW THEIR CONTENT</td>
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<tr>
<td>Understand the central concepts, tools of inquiry, and structures of the content they practice within their profession.</td>
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<tr>
<td>• Demonstrate up-to-date knowledge and ever-evolving understandings</td>
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<tr>
<td>• Understand and communicate relevant connections</td>
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<tr>
<td>2. APPLY THEIR CONTENT KNOWLEDGE IN PRACTICE</td>
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<tr>
<td>Create learning experiences that make the content they practice meaningful for individuals.</td>
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<tr>
<td>• Demonstrate knowledge of pedagogy</td>
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<tr>
<td>• Foster clients’ capacities to reason and engage in inquiry</td>
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<tr>
<td>• Create learning experiences appropriate for scope and</td>
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</table>
sequence including interdisciplinary learning experiences when appropriate

- Consider clients’ prior knowledge, experiences, developmental stages, and common misconceptions
- Provide multiple explanation and paths to learning as needed
- Make appropriate decisions regarding resources and materials

3. **KNOW HOW TO WORK WITH DIVERSE LEARNERS**
   Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
   - Treat learners equitable, are sensitive to and considerate of differences
   - Accommodate different learning styles and performance modes
   - Consider wide-ranging modifications
   - Comply with major federal disabilities legislation and adhere to IEPs when applicable
   - Collaborate with other professional to meet diverse needs of students

4. **KNOW APPROPRIATE THEORIES OF LEARNING AND DEVELOPMENT**
   Use knowledge of how individual learn and develop to provide educational opportunities that support intellectual, social, and personal development
   - Provide challenging and support learning opportunities
   - Understand the role of language in learning
   - Make informed decisions about materials, strategies, and experiences
## 5. USE A VARIETY OF INSTRUCTIONAL STRATEGIES

Understand and use a variety of instructional strategies in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.

- Select multiple, research-supported strategies to engage clients and to promote reasoning
- Integrate use of varied communication skills across the curriculum
- Motivate clients to independently read and write about health issues
- Make decisions grounded in understandings of content and teaching/learning theory

## 6. CREATE A POSITIVE LEARNING ENVIRONMENT

Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Demonstrate knowledge of specific techniques (posters, recognition, bulletin boards, games, etc.) to enhance motivation
- Use time, space, equipment, and materials efficiently and effectively
- Demonstrate understanding of the importance of tracking and evaluating fitness member retention
### 7. COMMUNICATE EFFECTIVELY

Use knowledge of effective verbal and nonverbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.

- Speak and write in a clear, organized, coherent fashion that is consistent with standard English
- Demonstrate appropriate listening strategies and effective nonverbal communication skills

### 8. PLAN EFFECTIVELY

Plan instruction and other professional practices based upon knowledge of subject matter, individual, the community, and identified goals.

- Base instruction on research as well as state, local, and/or professional standards
- Plan exercise programming considering available data and individual differences as well as school, family, and community contexts
- Develop short-term and long-term plans

### 9. USE ASSESSMENT TO GUIDE INSTRUCTION AND LEARNING

Understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.

- Create and maintain records pertaining to participant exercise adherence, retention, and goal setting
- Develop and administer education programs (e.g., lecture,
workshops) and educational materials based on assessment data
- Consider validity, reliability, norms, bias, scoring concerns, and ethical uses of tests
- Gather information from a variety of sources (state, district, colleagues, families, and individual clients)
- Create useful and accurate records
- Incorporate tools for self-assessment
- Communicate client progress to others when appropriate

<table>
<thead>
<tr>
<th>Committed Professionals</th>
<th>Poor 1</th>
<th>Approaching Competence 2</th>
<th>Competent 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
</table>

10. USE TECHNOLOGY IN APPROPRIATE WAYS
- Use multiple resources to support clients, manage records, and communicate with others
- Support client’s use of technology
- Ensure equitable access to available resources
- Practice safe, responsible, legal, and ethical use of technology

11. Engage in responsible and ETHICAL professional practices.
- Present a professional image, demonstrate integrity, and exhibit a strong work ethic
- Adhere to attendance expectations and procedures
- Accept responsibility for own actions
- Comply with professional operational policies, ethical codes, and legal statues
- Maintain and use confidential information in a professional manner
12. Contribute to COLLABORATIVE learning communities.
   - Seek multiple perspectives and respect individual differences
   - Model and foster collaboration within the classroom
   - Contribute to strengthening and supporting professional organization
   - Work with others to examine and hone professional practices
   - Adjust actions and dispositions as needed to establish and strengthen collaborative efforts

13. Demonstrate a COMMITMENT TO DIVERSITY.
   - Show respect for, strive to better understand, and seek to meet the learning needs of all
   - Display open-mindedness, confront own biases, and consider different perspectives
   - Create safe, inclusive learning environments for all
   - Communicate in ways that show a sensitivity to diversity

14. Model and nurture INTELLECTUAL VITALITY.
   - Convey a passion for learning and motivate others through own actions
   - Stay abreast of current educational trends and issues
   - Show creativity and imagination
   - Participate in various professional development activities such as workshops, conferences, professional organizations, professional reading, and action research
15. USE REFLECTION to stimulate ongoing improvement of professional practices.
   - Examine and adjust their practice as they monitor its impact on client growth
   - Refine philosophy of instructing and working with peers and clients
   - Increase ability to deal with complexities within the profession

Findings Summary:

4 candidates’ data included. All achieved either Competent or Exemplary, with 81% at Exemplary. One indicator showed only 50% Competence: Research skills.

Use of Findings for Program Improvement

Work with the Office of Assessment and Evaluation to provide item specific data related to program completers. This will allow the program to identify relative strengths and weaknesses across the program completers.

Expected Outcome #2

Outcome Title: Professional Knowledge and Skills

Full Description of expected Outcome:

ESOL Education certificate awardees should demonstrate the ability to integrate theory with practice, to develop and test classroom management and pedagogical skills, and to hone his or her use of evidence in making professional decisions about practice.

Assessment Instrument: Professional Work Sample

The Professional Work Sample requires teacher candidates to document their planning, implementation, reflection, and analysis of student learning during their semester long internship experience. The goal of the PWS is to challenge ESOL Education teacher candidates to demonstrate their decision-making processes for teaching practices through an in-depth written product.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Approaching Competence</th>
<th>Approaching Competence</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Performance is far below expectations.</td>
<td>Performance sometimes meets expectations but is inconsistent.</td>
<td>Performance meets and sometimes exceeds expectations.</td>
<td>Performance far exceeds expectations; consistency is evident.</td>
</tr>
<tr>
<td>Planning</td>
<td>Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear and/or contains several grammatical and usage errors.</td>
<td>Candidate provides some details about learning outcomes, materials/procedures, and assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity and contain some grammatical and usage errors.</td>
<td>Candidate provides details about learning outcomes, materials/procedures, and assessment and also explains their relationships. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized and free of major grammatical and usage errors.</td>
<td>Candidate provides substantial details about learning outcomes, materials/procedures, assessment and also effectively describes their relationships. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment and best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Candidate has difficulty communicating content and relevant connections. Many activities, materials and/or strategies are inappropriate for content and students. Candidate fails to convey a passion for learning and students are not engaged in much of the lesson. Candidate often fails to monitor learning, respond to students’ insights/confusions, and/or make adaptations for diverse learners.</td>
<td>Candidate has some difficulty clearly communicating content and/or relevant connections. Not all activities, materials, and/or strategies are appropriate for content and/or students. Candidate fails to convey a passion for learning, and/or students are not engaged in parts of the lesson. Candidate periodically monitors learning, responds to students’ insights/confusions, and/or makes appropriate adaptations for diverse learners.</td>
<td>Candidate communicates content and relevant connections. Activities, materials, and/or strategies are appropriate for content and students. Candidate conveys a passion for learning, and students are engaged in the lesson. Candidate monitors learning, responds to students’ insights/confusions, and makes adaptations for diverse learners.</td>
<td>Candidate clearly and effectively communicates content and relevant connections. Activities, materials, and/or strategies are exceptionally well-suited for content and students. Candidate conveys a passion for learning, and students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students’ insights/confusions, and makes appropriate adaptations for diverse learners.</td>
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**Planning**

- Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear and/or contains several grammatical and usage errors.

**Approaching Competence**

- Candidate provides some details about learning outcomes, materials/procedures, and assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity and contain some grammatical and usage errors.

**Competent**

- Candidate provides details about learning outcomes, materials/procedures, and assessment and also explains their relationships. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized and free of major grammatical and usage errors.

**Exemplary**

- Candidate provides substantial details about learning outcomes, materials/procedures, assessment and also effectively describes their relationships. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment and best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language.

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**Implementation**

- Candidate has difficulty communicating content and relevant connections. Many activities, materials and/or strategies are inappropriate for content and students. Candidate fails to convey a passion for learning and students are not engaged in much of the lesson. Candidate often fails to monitor learning, respond to students’ insights/confusions, and/or make adaptations for diverse learners.

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- Candidate clearly and effectively communicates content and relevant connections. Activities, materials, and/or strategies are exceptionally well-suited for content and students. Candidate conveys a passion for learning, and students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students’ insights/confusions, and makes appropriate adaptations for diverse learners.
<table>
<thead>
<tr>
<th>Reflection</th>
<th>Candidate has difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are inconsistent with others' perspectives. Candidate fails to provide examples to support reflections. Candidate fails to convey a commitment to meeting the learning needs of students and does not draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate fails to share appropriate ways that technology might be used. Candidate does not communicate ideas clearly.</th>
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<tbody>
<tr>
<td>Analysis of Student Work</td>
<td>Candidate provides a poorly organized and/or incomplete summary of data. Data sources, analysis, and/or interpretations are questionable. Conclusions are not supported by data and other sources of information. No mention is made of how data are used to understand learner differences. Candidate's account of how data are used to inform instruction lacks examples and/or detail. Portions of the data summary are incomplete or unclear. Data are presented but not analyzed or interpreted accurately. Some conclusions seem invalid and/or are not supported by data or other sources of information. Little attention is given to how data are used to understand learner differences. Candidate's account of how data are used to inform instruction seems contrived or scripted.</td>
</tr>
<tr>
<td></td>
<td>Candidate has some difficulty facilitating a discussion about learning and teaching. Candidate's observations and insights are not generally consistent with others' perspectives. Candidate provides few examples to support reflections. Candidate conveys some commitment to meeting the learning needs of students but fails to draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate shares basic ways that technology might be used. Some of the candidate's ideas are not communicated clearly.</td>
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<tr>
<td></td>
<td>Candidate facilitates a discussion about learning and teaching. Candidate's observations and insights are generally consistent with others' perspectives. Candidate provides examples to support reflections. Candidate conveys a commitment to meeting the learning needs of students and draws on an understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares appropriate ways that technology might be used. Candidate clearly communicates ideas.</td>
</tr>
<tr>
<td></td>
<td>Candidate successfully facilitates a productive discussion about learning and teaching. Candidate's observations and insights are consistent with others' perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meeting the learning needs of all students and draws on a broad understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares specific and logical ways that technology might be used. Candidate clearly and effectively communicates ideas.</td>
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</table>

Candidate provides a clear, complete summary of data. Data are presented, analyzed, and interpreted appropriately. Conclusions seem valid and are supported by data and other sources of information. Candidate explains how data are used to understand learner differences. Candidate includes a complete account of how data are used to inform instruction.

Candidate provides a well-organized, comprehensive, and seemingly accurate summary of data. Important data are presented clearly, analyzed carefully, and interpreted in a meaningful way. Conclusions are insightful and are supported by relevant data and other pertinent information. Candidate clearly articulates how data are used to understand learners' differences. Candidate includes a detailed, vivid account of how relevant data are used to inform instruction.
Findings Summary

5 total candidates' data included. 20% Approaching; 20% Competent; 60% Exemplary. 2 out of 4 candidates showed Approaching in the area of Planning.

Use of Findings for Program Improvement

Planning was identified as the relative weakness for this specific assessment instrument. Program will emphasize the importance of planning within required coursework to assist student in this specific area. Candidates will also be required to submit additional plans in case remediation is necessary.

Expected Outcome #3

Outcome Title: Professionalism (Dispositions)

Full Description of expected outcome:

ESOL Education master’s degree graduates will demonstrate the dispositions expected of educator professionals including: engaging in ethical practices, contributing to collaborative learning communities, demonstrating a commitment to diversity, modeling and nurturing intellectual vitality, and using reflection to continuously monitor and improve practice.

Assessment Instrument: Graduate Completer Assessment

Assessment Method Description:

The Program Completer Assessment is a checklist of content knowledge, pedagogical skills and professional dispositions to be observed in candidates. Professionalism is addressed by 5 out of the 14 indicators.

Findings Summary:

2 candidates' data included. 50% Competent; 50% Exemplary.

Use of Findings for Program Improvement:

To further develop candidates' research abilities, I plan to add more research components to each course.

This semester the Sheltered Instruction Observation Protocol methodologies were introduced to the Methods and Materials course (CTES7460). This research-based methodology is currently among the top best practices for working with ELLs. We read scenarios and watched exemplar videos of the methodologies in action. Students submitted Unit plans that incorporated all 30 features of the SIOP
methodologies. These SIOP features will be highlighted throughout the internship as well. Opportunities for reflection will be given