## English, ESL, M.Ed, 2017

The ESOL Education program consists of two formally approved programs, one in a traditional face-to-face format, and the other in distance format. Students enrolled in this program are preparing themselves to teach English in the K-12 context. Graduates of the program are eligible to be recommended for professional certification in ESOL Education. In Spring 2016, there were approximately 10 students enrolled between the two program delivery options.

## Student Learning Outcomes

### Specificity of Outcomes

**Student Learning Outcomes:**Prior to graduation from the program, students in the ESOL education program will be able to…

1. To prepare students to develop proficiency in English.
2. To apply second language acquisition theories and principles to understanding and meeting the needs of second language learners.
3. To use evidence based practices and strategies relating to planning, implementing, and managing instruction for ELs.
4. To assess the language proficiency and content mastery of ELs.
5. To use cultural principles and practices to plan and implement culturally responsive instruction for English learners.

### Comprehensive Outcomes

The student learning outcomes listed above represent a comprehensive treatment of the content knowledge and skills students acquire within the ESOL Education M.Ed. program. Each student learning outcome represents one of the foundational aspects of effective ESOL Education programs and effective English language specialists.

The program faculty collaboratively developed these student learning outcomes using the following documents that guide and govern ESOL Education programs.

* Alabama Teacher Education Standards
* Standards for Initial TESOL Programs in K-12 ESL Teacher Education (2010)

These learning outcomes reflect not only the scope of the program, but also the significant and important foundational tenets of the profession of English language teaching.

### Communicating Student Learning Outcomes

The student learning outcomes are communicated in the following ways:

* They are collaboratively developed by all program faculty members.
* They are published on the College of Education website for assessment.

## Curriculum Map

### Curriculum Map

The following curriculum map illustrates the relationship between the student learning outcomes, the direct measure for each outcome, and the required courses that students must complete for the program. It does not reflect 6 hrs. of elective courses that the students must take, as those courses are unique to each student’s plan of study. While the elective courses contribute to the professional knowledge students acquire, the specific content of elective courses is not directly measured for ESOL certification.

| **Student Learning Outcomes:** Prior to graduation from the program, students in the ESOL Education program will be able to… | **Direct  Measure** | **CTES**  **7420/6** | **CTES 7460/6** | **CTSE 6010/6** | **CTES 7470/6** | **CTES 7480/6** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. To prepare students to develop proficiency in English. | Praxis5 | 1 | 1 | 2 |  | 2 |
| 1. To apply second language acquisition theories and principles to understanding and meeting the needs of second language learners. | Comps Q12 |  | 2 | 1 |  | 2 |
| 1. To use evidence based practices and strategies relating to planning, implementing, and managing instruction for ELs. | Comps Q22 |  |  |  | 1 | 2 |
| 1. To assess the language proficiency and content mastery of ELs. | Comps Q32 |  |  | 1 |  | 2 |
| 1. To use cultural principles and practices to plan and implement culturally responsive instruction for English learners | Comps Q42 |  | 2 |  | 1 |  |
| 1. To apply grammatical theory and practice to the instruction of English learners | Comps Q52 |  |  | 2 | 1 |  |
|  | PWS1 | 1 | 2 | 2 |  | 2 |

**Key:** 1 = Introduced; 2 = Reinforced; 3 = Emphasized

**Notes:**

**1**PWS = Professional Work Sample – A required activity completed during the final course (CTSE 7920/6 Clinical Residency). The PWS consists of focused instructional planning, implementation, assessment of student learning, and reflection of the process for teaching for learning information literacy skills.

**2**Comprehensive examinations have standard questions that all students complete.

3CTSE 7920/6, Clinical Residency, is the culminating course for the M.Ed. program, and to meet the requirement for ESOL education certification, students complete 300 clock hours of practical work in a variety of school library media centers.

**4**The ESOL Education *Praxis (5361)*, administered by the Educational Testing Service, measures knowledge and abilities of students who have had preparation in a library media program. Test content covers five areas: foundations of linguistics, foundations of language learning, planning and implementing instruction, assessment and evaluation, culture, professionalism and advocacy. A passing score on the ESOL Education *Praxis* is required for ESOL education certification

## Measurement

### Outcome-Measure Alignment

* 1. prepare students to” – Since the first student learning outcome functions as the broad, foundational base of knowledge and skills addressed in all required courses, we selected the Praxis examination as the measure. The Praxis examination is a nationally-administered standardized test that ESOL teachers in the State must pass in order to receive licensure. It is intended to measure basic skills and knowledge gained within the coursework of a licensure program.

Since student Learning Outcomes 2 – 6 represent the important building blocks of the English to Speakers of Other Languages profession we selected measures that examine the fundamental concepts of the profession. Each measure targets a specific fundamental concept (the five components of the ESOL education standards: language, culture, instruction, assessment, and professional development.

1. “to apply second language acquisition…” – The comprehensive examination question for this outcome asks students to apply second language acquisition theories to the best practices of ESOL instruction.
2. “to use evidence based practices ……” – The comprehensive examination question for this outcome asks students to develop a school-based improvement plan that would include an ESOL program model, a professional development plan for teachers, parent involvement considerations, and pedagogical tools and practices that support ELs in the content area classroom.
3. “…to assess the language proficiency and content mastery of ELs” – The comprehensive examination question for this outcome asks students to develop a linguistic profile of an EL student and then develop a comprehensive plan for instruction and assessment for this student. They must include strategies for English language instruction and content area instruction. The essay must include options for both summative and formative assessment.
4. “to apply grammatical theory and practice to the instruction of English learners ” – The comprehensive examination question for this outcome asks students to compare and contrast viewpoints of teaching grammar to ELs and then to provide their own personal perspectives and instructional plan on teaching grammar.

### Direct Measures

All three measures are direct measures of student learning.

1. Praxis examination – yields a numerical score on a test intended to measure knowledge and skills acquired within a program (Student Learning Outcome 1).
2. Comprehensive examination questions – will be scored using rubrics (Student Learning Outcomes 2-5)
3. Professional Work Sample –is scored using a rubric (Student Learning Outcome 6)

### Data Collection

All direct measures are rated as satisfactory/unsatisfactory or, in the case of the Praxis examination as pass/fail. The passing score for the Praxis examination is set by the Alabama State Department of Education, not by the program.

## Results

### Reporting Results

*Student Learning Outcome 1.* Of the five students who completed the ESOL Education Master’s Degree program with certification for Academic Year 2016, **100% passed the Praxis examination**. The pass score for Alabama (set by the State Department of Education) is 149.

The Praxis II examination is “designed to measure basic linguistic and pedagogical knowledge for those interested in working in the context of teaching ESOL in elementary or schools. The 120 selected-response questions cover foundations of linguistics, foundations of language learning, planning and implementing instruction, assessment and evaluation, culture, professionalism and advocacy. (ETS, 2016, p. 5).”

The test is broken down as follows:

| Content Categories | Approximate # of Questions | Approximate Percentage of Test |
| --- | --- | --- |
| Foundations of Linguistics and Language Learning | 48 | 40% |
| Planning, Implementing, and Managing Instruction | 36 | 30% |
| Assessment | 18 | 15% |
| Culture and Professional Aspects of the Job | 18 | 15% |

The full scope of knowledge and skills that program completers demonstrate when they pass the Praxis examination is as follows (reproduced from ETS, 2016, p. 6):

1. Foundations of Linguistics and Language Learning
2. Linguistic Theory
3. Phonetic transcription and terminology, stress and intonation patterns, and the effects of the phonetic environment on pronunciation.
4. Types of morphemes (e.g. stem/root and affix, bound and free, derivational and inflectional) and how words are morphologically related to each other.
5. English syntax (e.g. how words are combined into phrases and sentences, and transformations such as question formation)
6. The parts of speech and the tenses of English verbs
7. Basic features of semantics and how combinations of words convey meaning (e.g., phrases, sentences, and idioms)
8. Familiarity with differences among languages in terms of their phonology, morphology, syntax, and semantics
9. Language and Culture
10. Basic concepts of pragmatics and sociolinguistics (i.e., that language varies according to a speaker’s identity, purpose, and context
11. Understands the nature and value of World Englishes and dialect variation
12. The concept of communicative competence
13. Range of social and academic language functions required for English language proficiency
14. Second Language Learning
15. Familiarity with research-based models for second language learning and acquisition (e.g., cognitive, behaviorist, constructionist)
16. Second language acquisition, first-language acquisition, and how learners’ first language can affect their second language production (e.g., L1 interference, accent, code switching)
17. Stages of second language acquisition (e.g., silent period, interlanguage, morpheme acquisition order)
18. Types of student motivation (intrinsic and extrinsic) and their implications for the second learning process
19. Language modeling, comprehensible input, and scaffolding in language learning
20. Literacy
21. Relationships between English phonemes and graphemes as well as the differences between English pronunciation and spelling
22. Conventions of standard written English and the range of genres and rhetorical patterns used in English
23. Familiarity with current approaches to literacy development
24. Stages of English literacy development and the importance of oral language skills to literacy development
25. First language literacy influences on the development of English literacy
26. Planning, Implementing, and Managing Instruction
27. Instructional Theory
28. Characteristics, theoretical foundations, and appropriate use of methods and approaches in second language learning (e.g., The Direct Method, Total Physical Response, the Natural Approach)
29. Various instructional delivery models (e.g., push-in, pull-out, sheltered instruction)
30. Teaching Techniques
31. Organizing learning around content and language objectives and aligning learning with standards
32. Age-appropriateness of language instruction
33. Collaboration with general education and content area teachers when designing classroom activities appropriate to the language acquisition levels of English-language learners
34. Various methods for promoting students’ acquisition of productive and receptive language skills in both social and academic settings
35. Strategies for teaching language skills both discretely and integratively
36. Strategies for supporting content-based language learning
37. Lessons and activities that help students become more effective language learners by developing their cognitive and metacognitive strategies
38. Techniques that helps students activate prior knowledge and support appropriate transfer language and literacy skills from L1 to L2
39. Activities and assignments that provide students with authentic language use and meaningful interaction in English
40. Best practices for teaching English literacy to both literate and non-literate English-language learners.
41. Materials
42. Locating, selecting, modifying, and/or creating instructional materials that support individual students’ learning styles and needs
43. Selecting culturally responsive, age appropriate and linguistically accessible teaching materials and resources
44. Resources (e.g., audiovisual aids, realia, computer software that support ESL and content instruction
45. Managing the classroom and the students
46. Factors that affect student performance (e.g., age, limited formal schooling, educational interruptions)
47. Understanding how classroom management is essential to creating a safe and orderly environment for English-language learners
48. Using correction and constructive feedback and their implications for student learning and motivation
49. Providing students with a language-,text-, and print-rich environment at an appropriate level
50. Techniques for teaching English-language learners strategies to become more independent (e.g. using dictionaries, using context clues, self-editing)
51. Assessment
52. Knowledge of Tests and Standards
53. Individual and group literacy assessments
54. National requirements regarding ESL students’ identification, assessment, placement, and exit from language support programs
55. Methods, both formal and informal, to assess productive and receptive skills and progress
56. Identifying, selecting/or developing assessments to determine the English learners’ language skills
57. Assessments that measure English language learners’ progress toward meeting state and national standards
58. Formal and informal techniques that may be used to assess students’ content-area learning at various levels of language and literacy development
59. Preparing English-language learners to use self- and peer-assessment techniques
60. Appropriate Use of Tests
61. Accommodations for English-language learners
62. ESL students and special education and/or gifted and talented services and referring individuals
63. Assessment-related issues, such as validity, reliability, and language and cultural bias, and scoring concerns
64. Norm-referenced and criterion referenced assessments, and how to use them with English-language learners.
65. Interpreting and applying assessment results
66. Using assessment results to plan and differentiate instruction
67. Using assessment results to inform a variety of decisions (e.g., placement, advancement, exit)
68. Interpreting and communicating the results of the assessments to English-language learners and their parents
69. Cultural and Professional Aspects of the Job
70. Cultural Understanding
71. Relationships between language and culture
72. Cultural variables (e.g., individualism versus collectivism, high context or low context in language, meaning of non-verbal behaviors) that affect second language acquisition and teaching and student’s identities
73. Awareness that teaching and learning styles vary across cultures
74. Incorporating the diverse cultures of students into instruction
75. Implications of cultural stereotyping in the school setting
76. Modeling positive attitudes towards second language learners
77. Cultural conflicts and other events in students’ lives that have an impact on English-language learners’ dispositions and learning
78. Factors (e.g., parents’ educational attainment, students’ previous schooling, gender) that may influence an English-language learner’s language development
79. Teachers’ personal and cultural experiences that may influence teaching style
80. Knowing how to explain the United States cultural norms to English-language learners
81. Knowing how past and present patterns of migration and immigration in the United States are relevant to the field of ESL
82. Legal and Ethical Issues
83. Legal provisions and ethical implications of laws and court decisions related to the education of English-language learners (e.g., Castaneda vs. Pickard, Lau vs. Nichols)
84. Ways in which the teacher is affected by local, state, and national regulations (e.g., design and implementation of a variety of ESL programs and models
85. Legal and ethical issues related to the assessment of English-language learners
86. The Role of the Teacher
87. The connection between language instruction and content instruction and English learners’ academic success
88. Serving as a resource and advocate for students and families
89. The need to communicate with school personnel about the characteristics and emotional/physical needs of English-language learners
90. Strategies for planning and conducting collaborative conferences with English language learners, their families, and school/community members
91. Strategies for involving families, school personnel, and community members in planning transitions (e.g., grade levels, programmatic, school-to-work) for English-language learners
92. Techniques for collaboration with paraprofessionals, classroom/content area teachers, and other instructional staff who work with English-language learners
93. Awareness that English-language learners and their families may have a need for a variety of outside resources (e.g., services, networks, organizations
94. Integrating the feedback of parents/caregivers in instructional planning and decision making
95. Strategies for consulting with parents/caregivers and communicating with them about students’ progress and needs
96. Professional Development
97. Locating information on relevant research, practice, and issues pertaining to the education of English language learners
98. Organizations and publications relevant the the field of TESOL (e.g., TESOL, NABE)
99. Knowing the importance of pursuing opportunities to grow within the field of ESL

*Student Learning Outcomes 2-5:* Four students completed the ESOL Education Master’s Degree program for certification and four additional students completed the ESOL Education Master’s degree without certification during Academic Year 2016. **100% passed the comprehensive examination questions.** Of those who passed, 3 non-certification students were required to revise one or more of their questions in order to pass the questions. Students were only required to write 3 of the 5 questions. The outside committee member was given the option of submitting a question from their discipline if they so chose, and as a result some students only wrote 2 ESOL comprehensive exams.

| **Learning Outcome/ Comprehensive Examination Question** | **No Revision** | **Revision** | **Total Passed** |
| --- | --- | --- | --- |
| ***Student Learning Outcome 2*** What is your philosophy of teaching English learners? Be sure to consider both issues of language instruction and content area instruction as well as cultural and socio-political issues at play in classrooms. | 2 | 2 | **4** |
| ***Student Learning Outcome 3:***Persuade the local school board to invest in the education of English language learners. Include a school improvement plan that details an effective program model, professional development opportunities, parent involvement considerations, and pedagogical tools and practices that support ELs in the content area classroom. | 4 | 2 | **6** |
| ***Student Learning Outcome 4:***Create a biographical sketch of an English language learner that would be typical of the grade level you teach; include age, country of origin, language and literacy background, and ACCESS W-APT placement level. (1 paragraph). Develop a comprehensive plan for instruction and assessment for this student. Include strategies for English language instruction and content area instruction. Discuss options for both summative and formative assessment. | 2 | 1 | **3** |
| ***Student Learning Outcome 5:*** One aspect of teaching ESL is that of being an advocate for English learners. Discuss the ways that ESL teachers can be advocates at the local, state and national levels. In what ways does advocacy change based on student populations? What issues are important to you and what would an advocacy plan look like about this issue? | 0 | 0 | **0** |
| ***Student Learning Outcome 6:*** Develop a theory of second language acquisition based on current foundational theories in the field. | 2 | 1 | **3** |

(Figure 2. Numbers of students who passed vs. revised individual comprehensive examination questions) Please note that some students wrote and passed a comp question submitted by an outside committee member.

*Student Learning Outcome 6:* Of the six students who completed the ESOL Education Master’s Degree program for Academic Year 2016, **100% passed the Professional Work Sample.**

For the Advanced Professional Work Sample (PWS), students prepare a three lesson unit which they teach during their clinical residency placement. The PWS lesson includes assumptions of multiple instructional interactions between the student and K-12 students by using 1) direct instruction, 2) modeling and guided practice, 3) independent practice, 4) sharing and reflecting, and 5) assessment of student learning.

Each PWS includes the following 3 sections:

**Planning for Multiple Instructional Interactions**

Complete your plans for multiple instructional interactions. Then respond to the following questions. Attach your plans to your responses.

1. What is the setting for which these plans are designed? Describe the school setting and the student characteristics.

2. What are your learning outcomes and why did you choose them?

3. How will you determine if all students made progress toward achieving the learning outcomes? Be sure to discuss multiple assessments.

4. How do your plans meet the diverse needs of your students? Be sure to include a variety of effective instructional strategies you plan to use that are based on relevant research.

5. Select one or two students that you would like your observer to focus on during the observation of one of your instructional interactions. Discuss these students learning needs and how you will meet the needs of these particular students.

6. How do your unit plan and/or the learning environment promote student engagement and encourage supportive interactions?

7. How do your instructional plans connect to other content areas and real-life settings?

8. How do you plan to integrate technology into your unit plan? If you do not plan to integrate technology, explain why it is not appropriate.

**Implementation and Discussion of One Instructional Interaction**

Arrange for your internship supervisor and/or your cooperating teacher to observe one of your multiple instructional interactions. Conduct a brief pre-conference with the observer(s) and share an overview of your instructional plans including the learning outcome(s). After the observation, facilitate a discussion with your observer(s) that focuses on the classroom observation instrument.

1. Did all students make progress toward achieving the learning outcome(s)?

What evidence did you observe during the instructional interaction to support your response?

2. Discuss the one or two focus students you selected during your planning. How did these students engage with your lesson? Did you believe you met their needs? Why or why not?

**Reflection on Multiple Instructional Interactions**

1. Reflect on how your *planning* and *instruction* changed over the multiple instructional interactions and explain what changes you made and why you made the changes you did.

2. What would you do differently next time?

3. Did all students make progress toward achieving the learning outcomes for the unit? What evidence did you observe while teaching the unit that supports your response?

4. What parts of the unit were effective? What parts of the unit were less effective? Utilize current research to support your answer.

5. In what ways was technology useful as you planned, implemented, or reflected on the unit or how could technology have been useful?

### Interpreting Results

The faculty determined that our students were successful at meeting the program learning objectives. Students were required to pass each individual question in order to be granted a “pass” score for the comprehensive examination. Due to this requirement, students are permitted to revise questions one time in situations where initial submissions are scored as unacceptable. The ordinal scale used to measure success, though, is a dichotomous one that does not provide strong differentiation for the quality of student work.

### Communicating Results

The results of this years’ student results were shared with faculty via email. Comps questions were evaluated by three faculty members, and the two ESOL faculty conferred to provide specific feedback to the students on their performance. A focused discussion of the results occurred as part of ongoing program development.

## Use of Results

### Purposeful Reflection and Action Plan

The program faculty met to discuss the results of the students’ performances on our direct measures. We have realized that the challenges of the comprehensive examination questions (Student Learning Outcomes 2-4) are often due to weak writing skills of the students, so we incorporated more scholarly writing into individual courses. We also determined that the questions needed to be more representative of individual courses so we will revise the questions next year.

**References**

Educational Testing Service [ETS]. (2015). *The Praxis Study Companion: English to Speakers of Other Languages 5361 Av*ailable: https://www.ets.org/s/praxis/pdf/5361.pdf