


















Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

International Literacy MED

Goal	Language And Culture - TESOL Standards  Candidates will demonstrate knowledge and skills in the area of language as a system and the role that culture in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).
Objective (L)	Language And Culture  Candidates will analyze sociocultural, psychological and political variables that afford or constrain the process of learning a second language.
Indicator	Reflective Academic Paper   Candidates will demonstrate proficiency in TESOL standards related to culture by writing a reflective academic paper. Program faculty developed the rubric based on TESOL Standards in Domain 2. The assignment is completed in a required course, BESL 5302: Social, Cultural and Language Influences on Learning. All students were measured and the averaged into the total.
Criterion	Candidate Scores - Paper  Candidates must achieve a score of 85 percent as measured by the rubric for the reflective academic paper.
Finding	Language And Culture  All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5302: Social, Cultural and Language Influences on Learning, were included in the findings. Thirty-four candidates scored an overall average of 84 percent on the reflective academic paper rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.
Action	Maintenance Of Goal 1- Objective 1  The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data. Since students did not meet the goal, the program faculty revised readings and discussions for the course. However, the faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.
Objective (L)	Language As A System  Candidates know, understand and use theoretical knowledge related to the structure and acquisition of language.

Indicator	ELL Oral Language Analysis Paper   Candidates will demonstrate proficiency in TESOL standards related to language and acquisition by analyzing samples of the speech of English language learners. Program faculty developed the rubric based on TESOL Standards in Domain 1. The assignment is completed in a required course, BESL 5301. All students will be measured and the averaged into the total.
Criterion	Candidate Scores - Analysis Paper  Candidates must achieve a score of 85 percent as measured by the rubric for the analysis paper. Program faculty determined that 85 percent represented our operational definition of success at learning.
Finding	Language As A System  All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5301: Applied Linguistics for Classroom Teachers, were included in the findings. Twenty candidates scored an overall average of 87 percent on the ELL speech analysis paper rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.
Action	Maintenance Of Goal 1- Objective 2  All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5301, were included in the findings. Twenty candidates scored an overall average of 87 percent on the ELL speech analysis paper rubric. In fall 2015 we revamped this course with new course number and course title "BESL 5311: Applied Linguistics for ESL/EFL classrooms". Therefore, the faculty has decided to maintain the same criterion for another year of data, now collecting it specifically from BESL 5311 course.
Goal	<hr/> ESL/EFL Methods - TESOL Standards  Candidates will demonstrate knowledge and skills in the area of language instruction and assessment in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).
Objective (L)	Language Instruction  Candidates will demonstrate knowledge and skills in the area of designing, implementing and evaluating language instruction for a given classroom language classroom.
Indicator	Language Instruction   Candidates will demonstrate proficiency in TESOL standards related to language instruction by being evaluated in the classroom. Program faculty developed the

rubric based on TESOL Standards in Domains 3 and 4. The assignment is completed in a required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language. All students were measured and the averaged into the total.

Criterion

Candidate Scores - Instruction 🔑

Candidates must achieve a score of 85 percent of the teaching behaviors as evaluated by the teaching evaluation rubric. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Language And Instruction 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language, were included in the findings. Thirteen candidates scored an overall average of 88 percent on the teaching evaluation rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.

Action

Maintenance Of Goal 2- Objective 1 🔑

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data due to the small sample size this year of thirteen students. The faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.

Objective (L)

Instructional Resources 🔑

Candidates will demonstrate knowledge and skills in the area of selecting and evaluating appropriate instructional resources for a given language learning context

Indicator

Instructional Resources Evaluation 🔑🔑

Candidates will demonstrate proficiency in TESOL standards related to language instruction and assessment by evaluating instructional resources. Program faculty developed the rubric based on TESOL Standards in Domain 3 and 4. The assignment is completed in a required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language. All students were measured and the averaged into the total.

Criterion

Candidate Scores - Instructional Resources 🔑

Candidates must achieve a score of 85 percent as measured by the textbook evaluation assignment. Program faculty determined that 85 percent

represented our operational definition of success at learning.

Finding

Candidate Scores- Instructional Materials 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5303: Teaching English as Second Language: Oral and Written Language, were included in the findings. Thirteen candidates scored an overall average of 84 percent on textbook evaluation assignment. The M.Ed. in International Literacy is a new program. This is the second year of data collection.

Action

Maintenance Of Goal 2- Objective 2 🔑

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data due to the small sample size this year of thirteen students. The faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.

Goal

Research And Professionalism - TESOL Standards 🔑

Candidates will demonstrate knowledge and skills in the area of classroom based research in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).

Objective (L)

Research Synthesis 🔑

Candidates will demonstrate knowledge and skills in the area of synthesizing classroom based research.

Indicator

Literature Review 🔑

Candidates will demonstrate proficiency in TESOL standards related to classroom based research by writing a literature review. Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.

Criterion

Literature Review Score 🔑

Candidates must achieve a score of 85 percent as measured by the rubric for the action research literature review. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Literature Review 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320: Action Research, were included in the findings. Seven candidates scored an overall

average of 82 percent on the rubric for the action research literature review. The M.Ed. in International Literacy is a new program. This is the second year of data collection.

Action

Maintenance Of Goal 3- Objective 1 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320, were included in the findings. Seven students scored an overall average of 82 percent on action research literature review. In fall 2015 we revamped this course with new course number and course title "BESL 6315: Action Research". This is the first year of data collection under these changes. The faculty has decided to maintain the criterion as is for another year.

Objective (L)

Conduct Classroom-based Research 🔑

Candidates will demonstrate knowledge and skills in the area of conducting classroom based research.

Indicator

Action Research Project 🔑

Candidates will demonstrate proficiency in TESOL standards related to classroom based research by conducting an Action Research project.

Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.

Criterion

Action Research Project 🔑

Candidates must achieve a score of 85 percent as measured by the rubric for the Action Research project. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding

Action Research Project Assignment 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320: Action Research, were included in the findings. Seven candidates scored an overall average of 84 percent on the Action Research project rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection.

Action

Maintenance Of Goal 3- Objective 2 🔑

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320, were included in the findings. Seven students scored an overall average of 84 percent on action research rubric. In fall 2015 we revamped this course with new course number and course title "BESL 6315: Action Research". This is the first year of data collection under these changes. The faculty has decided to maintain the criterion as is for another year.

Previous Cycle's "Plan for Continuous Improvement"

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data collections on all objectives in order to establish an adequate baseline. In this way, we will have a sufficient data pool to make substantial instructional changes.

In the meantime, we have met as a program area to align the coursework throughout the sequence of courses in August of 2014. Additional readings which addressed the objectives which were not met and opportunities for greater modeling and discussion were proposed and agreed upon with respect to these objectives. These elements will be implemented beginning in spring 2015. All program faculty are responsible for ensuring that MEd students meet the standards outlined by TESOL.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

International Literacy MED is newer program. The 2014-2015 assessment cycle is the first for this unit.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data collections on all objectives in order to establish an adequate baseline. In this way, we will have a sufficient data pool to make substantial instructional changes.

In the meantime, we have met as a program area to align the coursework throughout the sequence of courses in August of 2015. Additional readings which addressed the objectives which were not met and opportunities for greater modeling and discussion were proposed and agreed upon with respect to these objectives. These elements will be implemented beginning in fall 2015 and spring 2016. All program faculty are responsible for ensuring that M.Ed. students meet the standards outlined by TESOL.
