

International Literacy MED -
Assessment Plan Summary

International Literacy MED

ESL/EFL Methods - TESOL Standards

Goal Description:

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).

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Conduct Classroom-based Research

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Action Research Project

Indicator Description:

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 6315: Action Research course.

Criterion Description:

Candidates must achieve a score of 87 percent as measured by the rubric for the Action Research project. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In Spring 2016, 10 students were enrolled in BESL 6315 and completed a research project. Of the 10 students, two completed an independent pedagogical improvement project such as working with a learner and analyzing vocabulary learning skills and creating a vocabulary learning strategies list and a handbook for parents and students on what do to when applying for a community college. The remaining eight students conducted an in-class action research project. Of the 10 students, 7 received a score above (90%) and 2 received a score above 85% exceeding the criterion. One student received an incomplete to continue the project in a later semester.

RELATED ITEM LEVEL 3

Action Research Project & Literature Review

Action Description:

We exceeded the criterion of 87% in BESL 5313: Action Research course both in action research and literature review projects/assignments. Therefore, we will increase our criterion with the score of 90% or above.

RELATED ITEM LEVEL 1

Instructional Resources

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Instructional Resources Evaluation

Indicator Description:

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 5313: ESL/EFL Methodology.

Criterion Description:

Candidates must achieve a score of 87 percent as measured by the textbook evaluation assignment. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In fall 2016, two sections of BESL 5313 existed. There were total of 23 (13 in section 1 and 10 in section 2) students. Of the 23 students 97% students received a score above 97% in the textbook evaluation assignment, exceeding the 87% criterion.

RELATED ITEM LEVEL 3

Action for Textbook Evaluation

Action Description:

We exceeded the criterion of 87% for the ELL Oral Language Proficiency assignment in BESL 5313: ESL/EFL Methodology. Therefore, we will increase our criterion with the score of 90% or above.

RELATED ITEM LEVEL 1

Language Instruction

Learning Objective Description:

Candidates will demonstrate knowledge and skills in the area of designing, implementing and evaluating language instruction for a given classroom language classroom.

RELATED ITEM LEVEL 2

Language Instruction

Indicator Description:

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 5313: ESL/EFL Methodology course.

Criterion Description:

Candidates must achieve a score of 87 percent of the teaching behaviors as evaluated by the teaching evaluation rubric. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In fall 2016, two sections of BESL 5313 existed. There were total of 23 (13 in section 1 and 10 in section 2) students. Of the 23 students 100% students received a score above 90% in the classroom observation assignment, exceeding the 87% criterion.

Language And Culture - TESOL Standards

Goal Description:

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).

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Language And Culture

Learning Objective Description:

Candidates will analyze sociocultural, psychological and political variables that afford or constrain the process of learning a second language.

RELATED ITEM LEVEL 2

Reflective Academic Paper

Indicator Description:

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 Description:

Candidates must achieve a score of 87 percent as measured by the rubric for the reflective academic paper.

Findings Description:

In fall 2016 one section of BESL 5302 and in spring 2017 two sections of BESL 5302 existed. There were 8 students in the fall 2016 and 22 students in spring 2017. Of the 8 students in the fall 97% students received a score above 90% in the reflective academic paper, exceeding the 87% criterion. Of the 22 students in the spring 2017 95% students received a score above 90% in the reflective academic paper, exceeding the 87% criterion.

RELATED ITEM LEVEL 3

Action Plan for Reflective Academic Paper

Action Description:

We exceeded the criterion of 87% for the Reflective Academic Paper assignment in BESL 5302: Social, Cultural and Language Influences on Learning. Therefore, we will increase our criterion with the score of 90% or above.

RELATED ITEM LEVEL 1

Language As A System

Learning Objective Description:

Candidates know, understand and use theoretical knowledge related to the structure and acquisition of language.

RELATED ITEM LEVEL 2

ELL Oral Language Analysis Paper

Indicator Description:

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 5311: Applied Linguistics in ESL/EFL Classroom Settings. All students will be measured and the averaged into the total.

Criterion Description:

Candidates must achieve a score of 87 percent as measured by the rubric for the analysis paper. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In fall 2016, two sections of BESL 5311 existed. There were total of 24 students. Of the 24 students 88% students received a score above 90% in analyzing sample of the English language learners, exceeding the 87% criterion.

RELATED ITEM LEVEL 3

Action for ELL Oral Language Analysis

Action Description:

We exceeded the criterion of 87% for the ELL Oral Language Proficiency assignment in BESL 5311: Applied Linguistics in ESL/EFL Classroom. Therefore, we will increase our criterion with the score of 90% or above.

Research And Professionalism - TESOL Standards

Goal Description:

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).

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Conduct Classroom-based Research

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Action Research Project

Indicator Description:

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 6315: Action Research course.

Criterion Description:

Candidates must achieve a score of 87 percent as measured by the rubric for the Action Research project. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In Spring 2016, 10 students were enrolled in BESL 6315 and completed a research project. Of the 10 students, two completed an independent pedagogical improvement project such as working with a learner and analyzing vocabulary learning skills and creating a vocabulary learning strategies list and a handbook for parents and students on what do to when applying for a community college. The remaining eight students conducted an in-class action research project. Of the 10 students, 7 received a score above (90%) and 2 received a score above 85% exceeding the criterion. One student received an incomplete to continue the project in a later semester.

RELATED ITEM LEVEL 3

Action Research Project & Literature Review

Action Description:

We exceeded the criterion of 87% in BESL 5313: Action Research course both in action research and literature review projects/assignments. Therefore, we will increase our criterion with the score of 90% or above.

RELATED ITEM LEVEL 1

Research Synthesis

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Literature Review

Indicator Description:

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 6315: Action Research course.

Criterion Description:

Candidates must achieve a score of 87 percent as measured by the rubric for the action research literature review. Program faculty determined that 87 percent represented our operational definition of success at learning.

Findings Description:

In Spring 2016, 10 students were enrolled in BESL 6315 and all of them completed a literature review. Of the 10 students, 7 received a score above (90%) and 2 received a score above 85% exceeding the criterion.

Action Research Project & Literature Review

Action Description:

We exceeded the criterion of 87% in BESL 5313: Action Research course both in action research and literature review projects/assignments. Therefore, we will increase our criterion with the score of 90% or above.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

We will continue to identify ways to improve outcomes for the International Literacy students. We are constantly revising our program by evaluating the existing courses as well as adding new ones. For the 2016-2017 academic year, the faculty will continue to review all course content, including textbooks and syllabi, to ensure our courses are meaningful for our graduate students and meet the standards of TESOL.

Update of Progress to the Previous Cycle's PCI:

We are continuing to identify ways to improve outcomes for the TESOL graduate students. We are revising our program by evaluating the existing courses as well as adding new ones (we added a new course in Spring 2018). For the 2017-2018 academic year, the faculty continues to review all course content, including textbooks and syllabi, to ensure our courses are meaningful for our graduate students and meet the standards of TESOL.

Plan for Continuous Improvement Elements

Closing Summary:

All objectives were met this year for students enrolled in our program. We will continue to identify ways to improve outcomes for the M.Ed. in TESOL students. We are constantly revising our program by evaluating the existing courses as well as adding new ones. For the 2017-2018 academic year, the faculty will continue to review all course content, including textbooks and syllabi, to ensure our courses are meaningful for our graduate students and meet the standards of TESOL.