Program Report for the Preparation of Teachers of English to Speakers of Other Languages
Teachers of English to Speakers of Other Languages (TESOL)
2009 standards - Option A

NOTE: This form uses the TESOL standards approved by NCATE in 2009. Beginning in Fall 2011, all programs are required to respond to the 2009 TESOL standards

COVER SHEET

1. Institution Name

2. State

3. Date submitted

   MM   DD   YYYY

   ☐ / ☐ / ☐

4. Report Preparer's Information:

   Name of Preparer:

   Phone: Ext.

   ( ) -

   E-mail:

5. CAEP Coordinator's Information:

   Name:

   Phone: Ext.

   ( ) -

   E-mail:

6. Name of institution's program

7. CAEP Category

8. Grade levels[1] for which candidates are being prepared

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[                                                  ]
_____
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9. Program Type

    ○ First teaching License

    ○ Advanced Teaching

    ○ Other School Personnel

    ○ Unspecified

10. Degree or award level

    ○ Baccalaureate

    ○ Post Baccalaureate

    ○ Master's

    ○ Post Master's

    ○ Specialist or C.A.S.

    ○ Doctorate

    ○ Endorsement only

11. Is this program offered at more than one site?

    ○ Yes

    ○ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

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    [                                                  ]
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13. Title of the state license for which candidates are prepared

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    [                                                  ]
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14. Program report status:

    ○ Initial Review

    ○ Response to One of the Following Decisions: Further Development
       Required or Recognition with Probation

    ○ Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking

    ○ CAEP accreditation for the first time (initial accreditation)

    ○ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-
    area scores:
    CAEP requires programs to provide completer performance data on state licensure examinations for
    completers who take the examination for the content field, if the state has a licensure testing
    requirement. Test information and data must be reported in Section IV. Does your state require such a
    test?

    ○ Yes

    ○ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of TESOL standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member (4)	
Faculty Rank[5]	
Tenure Track	☐ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	

Teaching or other professional experience in P-12 schools[9]	

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(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the TESOL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in English as a second language (required)			
Assessment #3: Assessment of candidate ability to plan instruction (required)			
Assessment #4: Assessment of student teaching (required)			
Assessment #5: Assessment of candidate effect on student learning (required)			
Assessment #6: Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students. (required)			

Assessment #7: Additional assessment that addresses TESOL standards (optional)			
Assessment #8: Additional assessment that addresses TESOL standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
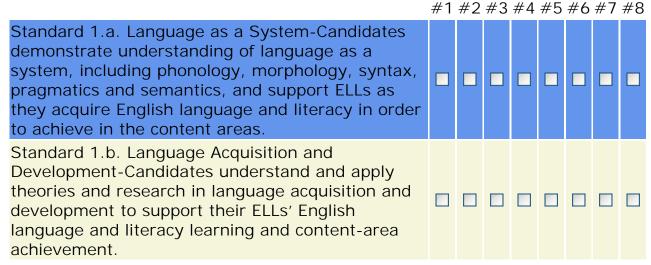
SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each TESOL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple TESOL standards.

1. Domain 1. Language
   Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.
   Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 1.a. Language as a System-Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 1.b. Language Acquisition and Development-Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.	☐	☐	☐	☐	☐	☐	☐	☐

2. Domain 2. Culture
   Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 2. Culture as It Affects Student Learning-Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.	☐	☐	☐	☐	☐	☐	☐	☐

3. Domain 3. Planning, Implementing, and Managing Instruction
   Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 3.a. Planning for Standards-Based ESL and Content Instruction-Candidates know,								

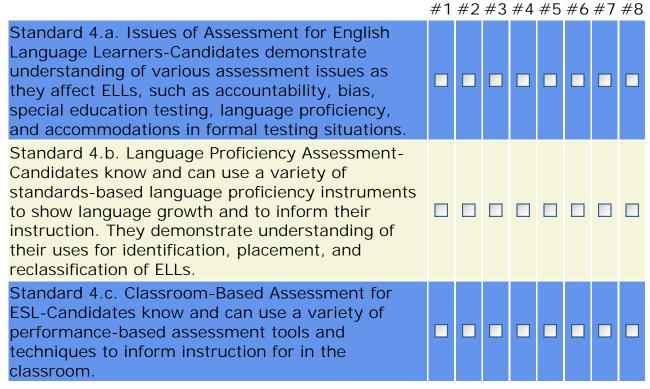|	#1	#2	#3	#4	#5	#6	#7	#8
understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction-Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction-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	☐	☐	☐	☐	☐	☐	☐	☐

4. Domain 4. Assessment
Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 4.a. Issues of Assessment for English Language Learners-Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 4.b. Language Proficiency Assessment-Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 4.c. Classroom-Based Assessment for ESL-Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.	☐	☐	☐	☐	☐	☐	☐	☐

5. Domain 5. Professionalism
Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such

information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 5.a. ESL Research and History-Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.	☐	☐	☐	☐	☐	☐	☐	☐
Standard 5.b. Professional Development, Partnerships, and Advocacy-Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	☐	☐	☐	☐	☐	☐	☐	☐

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing a CAEP Program Report found on the

1. State licensure tests or professional examinations of content knowledge. TESOL standards addressed in this entry could include all five of the standards' domains. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

    Provide assessment information (items 1-5) as outlined in the directions for Section IV

2. Assessment of content knowledge in TESOL. TESOL standards addressed in this assessment could include all of the TESOL standards except Standards 5.b and 5.c. Examples of assessments include examinations, grades, analysis of oral and/or language examinations, reflections, case studies, research papers, cross-cultural experiences, role plays, essays, and portfolio tasks[13]. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

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    (13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standard 4.a. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, practicum evaluation, follow-up studies of graduates, and intervention plans. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standard 4.a. The assessment instrument used in student teaching, an internship, or other clinical experiences should be submitted. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

5. Assessment that demonstrates candidate effects on student learning. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standards 4.a, 5.b and 5.c. Examples of assessments include those based on lesson/unit plans, analysis of audio/video tape, analysis of language proficiency tests, portfolio tasks, case studies, and follow-up studies. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

6. Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students. All of the TESOL standards could be addressed in this assessment, especially Standards 5a, 5b, and 5c. Examples of assessments include evaluations of field experiences, reflections, case studies, and portfolio tasks. (Answer Required)

    Provide assessment information as outlined in the directions for Section IV

7. Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies. (Optional)

    Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies. (Optional)

    Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

    (Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at: CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at: http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

   (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.