Assessment 6: Educational Philosophy

a. Description of the assessment and its use in the program

The **Educational Philosophy Statement** is one component of the **TeachingFolio** (See Assessment 2) which all interns must complete during their Phase I and Phase II internship.

The interns attend two seminar courses in conjunction with their internship:

Phase I – EDUC 791S – ESOL Practicum, 3 credits
Phase I – EDUC 792L – ESOL Internship, 6 credits

During the weekly seminar meetings, teacher candidates discuss lesson planning, teaching activities, classroom management, and school activities. Across the two phases, candidates draft, revise, and edit their Educational Philosophy statements with feedback from their seminar instructors and other interns.

The **TeachingFolio** (See Assessment 2) is divided into the following three sections. Note that the **Educational Philosophy Statement** is embedded within the **Introduction** section of the **TeachingFolio**.

    I.   **Introduction**
          a. Introductory Statement
          b. Clinical Practice
          c. Educational Philosophy Statement
    II.   Standards
          a. TESOL Standards
          b. MTTS
    III.   Curriculum Vitae

b. Alignment with the TESOL Standards

TESOL Standard	How the standard is met with Assessment 6: Educational Philosophy
2. Culture as It Affects Student Learning	Candidates reflect on the funds of knowledge ESL students bring from their homes and community and describe how they can build a classroom in

	which ESL students' diverse backgrounds and experiences are affirmed.
5a. ESL Research and History	Candidates describe their understanding of history, research, and current practice in the field of ESL teaching to inform and improve their own teaching and learning.
5b. Professional Development, Partnerships, and Advocacy	Candidates reflect on ways to advocate for ESL students and families and empower families to be actively involved in their children's education, and discuss ways in which they collaborate with and serve as a resource to all staff, including paraprofessionals.

c. Analysis of the data findings

The data comprise four semesters of Educational Philosophy evaluations by the seminar instructor and other M.A. TESOL faculty.

In Fall 2013, all 2 candidates achieved a score of 3 (proficient) or 4 (exemplary) on all three TESOL standards.

In Spring 2014, all 3 candidates achieved a score of 3 (proficient) or 4 (exemplary) on all three TESOL standards.

In Fall 2014, all 5 candidates achieved a score of 3 (proficient) or 4 (exemplary) on all three TESOL standards.

In Spring 2015, all 5 candidates achieved a score of 4 (exemplary) on all three TESOL standards.

d. How the data provides evidence for meeting standards

Overall, the data provide strong evidence that the program is meeting, and in most cases, exceeding TESOL standards 2, 5a, and 5b in helping teacher candidates produce their educational philosophy statements, as indicated by all candidates achieving scores of either 3 or 4 during the four semesters reported. Assessment 6 data, along with Assessment 2: **TeachingFolio**, provide ample evidence that the candidates are leaving our program well prepared to teach English language learners.

e. Description of Assessment 6: Educational Philosophy

Statement of Educational Philosophy

Directions:

Write a statement that describes your core beliefs, values, and views about teaching ESL. What do you believe is most important about teaching ESL students? Your philosophy statement should spring from your own deeply felt principles as well as from your theoretical knowledge base. It should include your vision of yourself as a teacher and learner and how you will develop professionally in the coming years.

You should respond specifically to the following questions:

1. How does your understanding of history, research, and current practice in the field of TESOL inform and improve your own teaching and learning? Write about the history of U.S. schooling in languages other than English, the history of federal and state support for English language learners, and review current requirements for English learners under the No Child Left Behind Act. Discuss major court decisions related to the linguistic and educational rights of English learners. (TESOL 5a)

2. How do you advocate for ESL students and build partnerships with students' families? How can you empower ESL families to be actively involved in their children's education? (TESOL 5b)

3. Reflect on the funds of knowledge students bring from their homes and the community. How do you build a classroom in which students' linguistic and cultural diversity is valued and promoted (e.g., encouraging ESL students and families to maintain their native languages and cultures, using multicultural literature effectively in instruction, learning to say and write phrases such as "Hello" and "Thank you" in each language spoken by your students). (TESOL 2)

4. How do you collaborate with and serve as a resource to all staff, including paraprofessionals? (TESOL 5b)

Share your educational philosophy statement with the internship seminar instructors and other interns as well as your University Supervisor and Mentor Teachers.

This assignment is designed to meet TESOL 2, 5a, 5b.

f. Scoring Rubric for Assessment 6: Educational Philosophy

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
2. Culture as It Affects Student Learning	Candidates do not describe ways in which to affirm linguistic and cultural diversity in the classroom.	Candidates have limited understanding of the ways in which to affirm linguistic and cultural diversity in the	Candidates demonstrate adequate understanding of the funds of knowledge ESL students bring from home and	Candidates demonstrate a sophisticated understanding of the funds of knowledge ESL students bring from

		classroom.	describe a variety of ways in which to affirm linguistic and cultural diversity in the classroom.	home and describe a variety of ways in which to affirm linguistic and cultural diversity in the classroom.
5a. ESL Research and History	Candidates demonstrate little understanding of history, research, and current practice in TESOL.	Candidates demonstrate a developing understanding of history, research, and current practice in TESOL.	Candidates demonstrate adequate understanding of history, research, and current practice in TESOL and apply this knowledge to their construction of teaching philosophy.	Candidates demonstrate a sophisticated understanding of history, research, and current practice in TESOL and apply this knowledge to their construction of teaching philosophy.
5b. Professional Development, Partnerships, and Advocacy	Candidates do not advocate for ESOL students and families and do not serve as a professional resource to support instruction of ESL students.	Candidates sometimes advocate for ESOL students and families and facilitate cooperation among colleagues, families, and community members, and serve as a professional resource to support instruction of ESL students.	Candidates advocate for ESOL students and families and facilitate cooperation among colleagues, families, and community members, and serve as a professional resource to support instruction of ESL students.	Candidates actively advocate for ESOL students and families and facilitate cooperation among colleagues, families, and community members, and serve as a professional resource to support instruction of ESL students.

g. Candidate data derived from Assessment 6: Educational Philosophy

Fall 2013 (n=█)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
2. Culture as It Affects Student	0	0	0	█	100%

Learning					
5a. ESL Research and History	0	0	0	■	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	■	■	100%

Spring 2014 (n=■)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
2. Culture as It Affects Student Learning	0	0	■	■	100%
5a. ESL Research and History	0	0	■	■	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	■	■	100%

Fall 2014 (n=■

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
2. Culture as It Affects Student Learning	0	0	0	■	100%
5a. ESL Research and History	0	0	■	■	100%
5b. Professional	0	0	0	■	100%

Development, Partnerships, and Advocacy				

Spring 2015 (n=█)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
2. Culture as It Affects Student Learning	0	0	0	█	100%
5a. ESL Research and History	0	0	0	█	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	0	█	100%