Program Report for the Preparation of Teachers of English to Speakers of Other Languages
Teachers of English to Speakers of Other Languages (TESOL) 2018 standards - Option 1

NOTE: This form uses the TESOL standards accepted by CAEP in 2018. Beginning in Fall 2021, all programs are required to respond to the 2018 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**

   _____
   (1) e.g. K-6, 7 -12, K-12

9. **Program Type**
   ○   First teaching License

- ○ Advanced Teaching
- ○ Other School Personnel
- ○ Non-licensure/non-certification degree
- ○ 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**

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

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.)**
   A LINK to upload or manage your uploaded file(s)

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.**

A [LINK](#) to upload or manage your uploaded file(s)

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]	

(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. **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.**

   Standard 1. Knowledge about language. Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas

	#1	#2	#3	#4	#5	#6	#7	#8
1.a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
1.b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	☐	☐	☐	☐	☐	☐	☐	☐
1.c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.	☐	☐	☐	☐	☐	☐	☐	☐
1.d. Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	☐	☐	☐	☐	☐	☐	☐	☐

2. **Standard 2. ELLs in the Sociocultural Context**
   Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

	#1	#2	#3	#4	#5	#6	#7	#8
2.a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
2.b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
2.c. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
2.d. Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.	☐	☐	☐	☐	☐	☐	☐	☐
2.e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.	☐	☐	☐	☐	☐	☐	☐	☐

3. **Standard 3. Planning and Implementing Instruction**
   Candidates plan supportive environments for ELLs, design and implement standards-based instruction using

evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

	#1	#2	#3	#4	#5	#6	#7	#8
3.a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.	☐	☐	☐	☐	☐	☐	☐	☐
3.b. Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.	☐	☐	☐	☐	☐	☐	☐	☐
3.c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	☐	☐	☐	☐	☐	☐	☐	☐
3.d. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.	☐	☐	☐	☐	☐	☐	☐	☐
3.e. Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.	☐	☐	☐	☐	☐	☐	☐	☐

4. **Standard 4: Assessment and Evaluation**
Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

	#1	#2	#3	#4	#5	#6	#7	#8
4a. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.	☐	☐	☐	☐	☐	☐	☐	☐
4.b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.	☐	☐	☐	☐	☐	☐	☐	☐
4.c. Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	☐	☐	☐	☐	☐	☐	☐	☐
4.d. Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.	☐	☐	☐	☐	☐	☐	☐	☐

5. **Standard 5: Professionalism and Leadership**
Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

	#1	#2	#3	#4	#5	#6	#7	#8
5.a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
5.b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	☐	☐	☐	☐	☐	☐	☐	☐
5.c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.	☐	☐	☐	☐	☐	☐	☐	☐
5.d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.	☐	☐	☐	☐	☐	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

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 CAEP website at the following URL:
http://caepnet.org/accreditation/caep-accreditation/program-review-options/caep-program-review-national-recognition

1. **State licensure tests or professional examinations of content knowledge. TESOL standards addressed in this entry could include all five of the standards. However, because state licensure tests tend to be multiple choice in format, Assessment 1 cannot provide the sole evidence towards meeting any standard. The program must provide at least one additional assessment to provide evidence of candidate attainment for each standard. 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.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV. A complete description of the assessment should be included (format of the exam, content area sub-scores).
   A LINK to upload or manage your uploaded file(s)

2. **Assessment of content knowledge in TESOL. TESOL standards addressed in this assessment include but are not limited to Standards 1, 2, and 4. Examples of assessments include comprehensive examinations, content-based portfolio assessments*, case studies, and action research. (Answer Required)**

   Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.
   A LINK to upload or manage your uploaded file(s)

   *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 but are not limited to Standards 2, 3, and 5. 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 (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

   A LINK to upload or manage your uploaded file(s)

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. TTESOL standards that could be addressed in this assessment include but are not limited to Standards 3 and 5. The assessment instrument used in student teaching, an internship, or other clinical experiences should be submitted. (Answer Required)**

   Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

   A LINK to upload or manage your uploaded file(s)

5. **Assessment that demonstrates candidate effects on student learning. TESOL standards that could be addressed in this assessment include but are not limited to Standards 3 and 4. Examples of assessments include those based on work samples, case studies, or other classroom-based projects. (Answer Required)**

   Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.
   A LINK to upload or manage your uploaded file(s)

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 5. Examples of assessments include a philosophy of teaching paper and/ or candidates' reflective journals. (Assessment Required)**

   Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

   A [LINK](#) to upload or manage your uploaded file(s)

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 (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

   A [LINK](#) to upload or manage your uploaded file(s)

8. **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 (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

   A [LINK](#) to upload or manage your uploaded file(s)

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-process**

   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-process

   (Response limited to 24,000 characters.)

Please click "Next"

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