

Course-Based Key Assessment #4 – ESOL Teaching Portfolio and Reflective Summary of Field Experience
Used in TESL 5040 Practicum in ESOL

Introduction

Advanced teacher candidates work with an experienced, certified ESOL instructor in his/her ELL-designated classroom or may use his/her own ELL-designated classroom for the purposes of developing and teaching lesson units to help English Language Learners with their English acquisition.

Standards and Objectives

The Key Assessment objectives are aligned with the TESOL Standards and are directly assessed on the Key Assessment rubric. Please review these objectives and the rubric while preparing and editing your Key Assessment.

Because this assessment is completed at the end of your program, all of the standards are primary. Candidates are expected to demonstrate proficiency in these standards that have been covered in prior coursework and assessed in earlier assessments.

Primary Standards	Objective	Rationale	Assessed by which element of the assessment
<i>Standard 3.a. Planning for standards-based ESL and content instruction</i>	To develop a unit of material appropriate for the ESL/ELL classroom	Instructors must select and order activities so that ELLs of various proficiency levels will have multiple opportunities to access academic content through language.	Portfolio Element: 2 Reflective Summary Element: 2
<i>Standard 3.b. Implementing and managing standards-based ESL and content instruction</i>	To include a variety of activities into developed materials that address both language and content objectives	Instructors must clearly distinguish content and language objectives, and then create various activities (including reading, writing, listening, and speaking) for diverse learners to help them access academic content.	Portfolio Elements: 1 & 2
<i>Standard 3.c. Using resources and technology effectively in ESL and content instruction</i>	To incorporate technology and other materials into developed lesson plans	Instructors should incorporate a variety of resources (e.g., technology, realia, manipulatives) to increase students' attention and make activities more	Portfolio Element: 3 Reflective Summary Element: 1

		realistic.	
<i>Standard 4.a. Issues of assessment for English Language Learners</i>	To differentiate the stakes and needs of ELLs as they relate to assessment; to recognize biases in assessments	Instructors need to be able to understand how assessments affect their learners, including issues of reliability and fairness.	Reflective Summary Element: 1
<i>Standard 4.b. Language proficiency assessment</i>	To account for language proficiency in instructional decisions and to develop tasks that assess both content and language skills	Instructors must be fully familiar with language proficiency assessment used and they need to develop specific tasks and activities that allow for assessing learners' performance; specific rubrics should be developed to make clear what is being assessed and how.	Portfolio Element: 4 Reflective Summary Element: 1
<i>Standard 4.c. Classroom-based assessment for ESL</i>	To describe effective ways to check for comprehension and understanding during instruction	Instructors must know multiple ways to check for comprehension while teaching to make certain that all learners (especially those at lower levels) can keep up.	Portfolio Element: 1 Reflective Summary Element: 4
<i>Standard 5.a. ESL research and history</i>	To pull from current ESOL methodology and Second Language Acquisition theory when developing materials	Instructors must be familiar with major theories and methods used in the field of ELT. This should be evidenced in both the types of tasks and activities developed and the reflection provided by the instructor.	Portfolio Elements: 2 & 3 Reflective Summary Element: 5
<i>Standard 5.b. Professional development, partnership, and advocacy</i>	To collaborate with other teachers and administrators	Instructors must be professional both inside and outside of the classroom, with their learners, with colleagues, with administrators, and learners' families.	Professionalism Elements: 1 (for CBX); 2 & 3 (for Practicum Placement)

Assignment

Create an electronic portfolio of either your practicum experience (for the Practicum in ESOL) or of materials from one of your own ESL classes (for Credit by Exam). Formatting instructions for the unit and lesson plan are included in the Practicum and Credit by Exam handbooks, but may be done using a format approved by both the instructor and (in the case of the Practicum) cooperating teacher. The expected length and components of the unit for each option is specified in each handbook, but there must be at least one complete unit with four lessons. For the Practicum, a Webster faculty member will observe you; for Credit by Exam, letters of recommendation will serve as the observation. Please share the assessment rubric with reviews so that they may comment on features on which you will be assessed.

A reflective summary is required for both the Practicum and Credit by Exam (these are the narrative portions specified in each handbook). Be certain to cover all required summary topics in addition to your completed unit lesson plan.

For all portfolios, the following requirements are required (but you must also meet the requirements outlined in the respective handbook).

Portfolio Elements

Lesson plans should address the elements below, in addition to those outlined in the respective handbook.

1. **Objectives.** Clearly articulate and differentiate content and language objectives for each lesson. You may also choose to include culture objectives when appropriate.
2. **Activity Guidelines.** For each lesson, provide the instructions for both instructors and learners for a variety of activities that include opportunities for group work and working in all skills areas (reading, writing, listening, and speaking). Order lessons in such a way to scaffold content and language appropriately in order to support to ELLs and diverse learners.
3. **Materials, Resources, and Technology.** List the materials, resources, and technology needed for lessons, including how you have incorporated these resources and technology into your lessons.
4. **Assessable Tasks and Rubrics.** Develop specific tasks that will allow you to assess learners' acquisition of specific content and/or language features in order to prepare them for assessments that they will encounter. Also include classroom-based assessments to check for comprehension throughout lessons and activities. Include rubrics that may be used to assess learners' performance on these tasks.

Reflective Summary

The reflective summary will include your teaching philosophy statement and any elements that you write that are not specifically part of your lesson plans (for example, reflections on teaching these lessons, discussions of your learners, lessons learned in the classroom).

1. **General Summary.** Describe your learners in as much detail as possible. Also describe the instructional setting. Include a discussion of ELLs' proficiency levels, including the assessments that have been used to determine these levels and future assessments for which they are being prepared (be certain to comment on the reliability and fairness of these assessments). Also include a description of the classroom environment, including available technology and resources.
2. **Evidence of Differentiation.** Demonstrate how material and activities have been ordered to properly scaffold for ELLs. This differentiation should also account for learners at different proficiency levels.
3. **Selection of Assessable Tasks.** Discuss the selection and ordering of tasks that can be assessed. Also discuss why you chose to assess these tasks the way that you did.

4. **Classroom Assessment Methods.** Discuss specific methods used in the classroom to check for comprehension and ways to follow-up with instruction when learners have difficulties.
5. **Methodology.** Discuss some of the methodological choices made in developing lessons and during instruction (you will need to refer back to your prior coursework, especially TESL 5230, TESL 5139, and TESL 5220). Methodology should especially be addressed in your Teaching Philosophy Statement (but also elsewhere).

Professionalism

Evidence of professionalism will differ depending on how TESL 5040 is done.

1. Letters of reference and professional disposition forms (for CBX)
2. Direct observations from and communication with the practicum supervisor (for Practicum Placement)
3. Feedback from the Cooperating Teaching (for Practicum Placement)

Other Specifications

All activities must be created using a word processor. Turn in a hard copy to your instructor *and* upload an electronic copy to Tk20. Any hand-drawn elements must be neat, clean, and clear and be scanned and submitted electronically with other files.

Special Note

This assignment serves as a Key Assessment for the TESL Program. TESOL specifies 11 standards all TESL candidates should be able to demonstrate upon completion of their program. Each Key Assessment assignment is aligned with several of these standards. Your instructor may articulate additional and/or more specific requirements for this assignment to also meet the goals and/or requirements of this course. Refer to this assignment description, the accompanying rubric, and any additional instructions provided by your instructor when completing this assignment.

Assessment #4 Data and Analysis – ESOL Teaching Portfolio and Reflective Summary of Field Experience – TESL 5040

Webster Groves Campus – 6 Applications (Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, & Summer 2014 – n=25)

TESL Standard	Improve-ment Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		2	16	7	92.0%
3.b. Implementing and managing standards-based ESL and content instruction		1	18	6	96.0%
3.c. Using resources and technology effectively in ESL and content instruction			20	5	100.0%
4.a. Issues of assessment for English Language Learners		3	19	3	88.0%
4.b. Language proficiency assessment		1	18	6	96.0%
4.c. Classroom based assessment for ESL			21	4	100.0%
5.a. ESL research and history		3	21	1	88.0%
5.b. Professional development, partnership, and advocacy			12	13	100.0%

Data from the assessment show that the majority of our candidates are meeting the standards, with several exceeding. The two weaker areas appear to be Standard 4a and Standard 5a. Program-wide, assessment has been a weakness for our candidates, which we have been addressing more in TESL 5311 (CBKA #5) and in other courses. As a program we have also been addressing content knowledge as it relates to referencing specific theories and methods to inform instructional decisions. In time, we hope to see more strengths in Standard 5a. It is quite encouraging that Standard 5b is so strong, with more than half of the candidates exceeding the standard. This shows that candidates on this campus by the end of their program are demonstrating strong professionalism and strong professional dispositions.

Credit by Exam – 6 Applications (terms – n=6)

[Note: Credit by Exam is done on an individual basis]

TESL Standard	Improve-ment Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		1	1	1	83.3%
3.b. Implementing and managing standards-based ESL and content			1	1	100%

instruction					
3.c. Using resources and technology effectively in ESL and content instruction		█	█	█	83.3%
4.a. Issues of assessment for English Language Learners		█	█		66.7%
4.b. Language proficiency assessment		█	█	█	66.7%
4.c. Classroom based assessment for ESL		█	█		83.3%
5.a. ESL research and history		█	█	█	67.7%
5.b. Professional development, partnership, and advocacy			█	█	100%

Only six candidates completed their practicum as Credit by Exam during this data collection period. Four of these candidates appear to show strengths in the standards, while two appear to show some weaknesses. Because this is a final assessment and is being completed by in-service teachers, we should have higher expectations. For this reason, we have instituted a new policy that those candidates completing their practicum as Credit by Exam must meet the standard in all eight categories to receive credit. If they do not meet the standards, they will be given one opportunity to revise their portfolio. If they do not meet all standards after their second attempt, they will have to enroll in TESL 5040 and complete their practicum through a classroom placement.

Kansas City Campus – 3 Applications (Summer 2013, Fall 2 2013, Summer 2014 – n=13)

TESL Standard	Improve-ment Needed	Approach-es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		1	5	7	92.3%
3.b. Implementing and managing standards-based ESL and content instruction		1	5	7	92.3%
3.c. Using resources and technology effectively in ESL and content instruction	1		6	6	92.3%
4.a. Issues of assessment for English Language Learners			10	3	100.0%
4.b. Language proficiency assessment		1	8	4	92.3%
4.c. Classroom based assessment for ESL			8	5	100.0%
5.a. ESL research and history		1	11	1	92.3%
5.b. Professional development,			2	10	100.0%

partnership, and advocacy					
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It appears that one candidate had difficulties meeting the standards. Not as much data were reported from the Kansas City campus. This instructor has been replaced to ensure that we can report more data to learn more about the use of this assessment on the Kansas City campus. As found on the Webster Groves campus, it appears that our candidates are demonstrating strong professionalism and professional dispositions. This is encouraging to see.

Online Program

Candidates in the online program either complete TESL 5040 and this Key Assessment with a face-to-face practicum placement or as Credit by Exam.

Combined Data – 9 Applications + 6 Credit by Exam Applications (n=44)

TESL Standard	Improve- ment Needed	Approach -es Standard	Meets Standard	Exceeds Standard	% Meets or Exceeds Standard
3.a. Planning for standards-based ESL and content instruction		4	24	16	90.9%
3.b. Implementing and managing standards-based ESL and content instruction		2	28	14	95.5%
3.c. Using resources and technology effectively in ESL and content instruction	1	1	29	13	95.5%
4.a. Issues of assessment for English Language Learners		5	31	6	88.6%
4.b. Language proficiency assessment		4	28	12	90.9%
4.c. Classroom based assessment for ESL		1	34	9	97.7%
5.a. ESL research and history		6	34	4	86.4%
5.b. Professional development, partnership, and advocacy			19	24	100.0%

More than 90% of our candidates are meeting or exceeding the standards in six of the eight standards. As noted before, assessment has been a program-wide weakness, which is being strengthened. This may account for the lower scores in Standard 4a. The weakest standard is 5a, demonstrating that our candidates need a stronger base in theory and methods to help inform their lesson planning and instructional decisions. With the hire of a new full-time faculty member in 2013, the two full-time faculty have been working on strengthening all syllabi so that teacher candidates will have the necessary content knowledge and pedagogical skills to impact student learning in their content classes through academic language.

Assessment 4 – ESOL Teaching Portfolio and Reflective Summary of Field Experiences – TESL 5040 Practicum in ESOL

Standard Description	Improvements Needed to Approach Standard	Approaches Standard	Meets Standard	Exceeds Standard	Score
Key Assess. Score	1	2	3	4	
3.a. Planning for standards-based ESL and content instruction	Candidate does not account for varying levels of proficiency in lesson development	Candidate is aware that learners are at different levels and may require differentiated instruction	Candidate develops lessons and activities that meet the needs of ELLs at several different levels; candidate appropriately scaffolds material, especially for lower-proficiency learners; candidate discusses these decisions	Candidate accounts for varying proficiency levels and learning styles when developing lessons; candidate both scaffolds material and connects new material to prior instruction; candidate provides multiple details to explain these decisions	
3.b. Implementing and managing standards-based ESL and content instruction	Candidate does not differentiate content and language objectives; candidate needs to provide a greater variety of language use in lessons	Candidate shows an awareness of the difference between content and language objectives; candidate develops lessons requiring some variety in language use; candidate uses multiple activity types	Candidate correctly differentiates content and language objectives; candidate develops a variety of activities that allow for multiple opportunities and a variety of opportunities for language use (including reading, writing, listening, and speaking); candidate incorporates opportunities for group work	Candidate clearly differentiates numerous content and language objectives; candidate extends the variety of activities across related lessons in the unit; candidate incorporates this variety into out-of-class homework; candidate allows for a variety of group configurations and multiple modality and literacy types	

3.c. Using resources and technology effectively in ESL and content instruction	Candidate needs to work on incorporating other resources and/or technology to provide some variety in developed lessons	Candidate draws on other resources and/or technology to provide some variety in developed lessons; candidate comments on available resources and technology	Candidate has purposefully incorporated technology and/or other resources (realia, manipulatives, etc.) into lessons to enhance activities and learning; candidate describes available resources and technology	Candidate chooses specific resources that match the objectives of the lessons making activities interactive, authentic, and student-centered; candidate describes how available resources and technologies have been used to enhance instruction	
4.a. Issues of assessment for English Language Learners	Candidate needs to pay more attention to the issues of assessment facing learners	Candidate shows awareness of the differing needs of ELLs in terms of assessment	Candidate discusses the different needs of ELLs in terms of assessment; candidate addresses issues of reliability and fairness	Candidate discusses the different needs of diverse ELLs in terms of assessment; candidate addresses issues of reliability and fairness; candidate suggests ways to address issues of bias and/or prepare diverse learners for required assessments	
4.b. Language proficiency assessment	Candidate needs to discuss proficiency assessments and work on incorporating language assessment into developed lessons	Candidate discusses learners' proficiency levels based on assessments; candidate incorporates language assessment into his/her developed unit	Candidate discusses learners' proficiency levels based on assessments; candidate develops tasks that assess both learners' content and language skills; candidate embeds assessment into developed lessons with rubrics	Candidate discusses and accounts for learners' assessed proficiency levels and the reliability of these assessments; candidate embeds strategies that will be effective for learners at multiple proficiency levels throughout lessons and activities; clear and concise rubrics are included	

4.c. Classroom-based assessment for ESL	Candidate does not acknowledge the need to check for comprehension during instruction	Candidate acknowledges the need to check for comprehension during instruction	Candidate describes effective ways to check for comprehension and understanding during instruction; candidate provides methods to check for comprehension in developed lessons	Candidate develops multiple ways to check for comprehension; candidate includes appropriate rubrics; candidate suggests follow-up methods for cases when various learners do not understand	
5.a. ESL research and history	Candidate needs to incorporate more current theory and methodology when designing materials and/or discussion instructional decisions	Candidate takes into account ESOL methodology and SLA when designing materials; candidate references particular methods or approaches	Candidate demonstrates strong knowledge of current ESOL methodology and SLA theory in designing all materials; candidate comments on specific methods or approaches	Candidate serves as a model resource and expert on ESOL methodology and SLA as exhibited in developed materials; candidate makes multiple specific references to justify decisions made (and properly cites these sources)	
5.b. Professional development, partnership, and advocacy	No testimonies on candidate's professionalism and/or collaboration with others; or issues with professional dispositions have been observed or cited	Colleagues (fellow teachers, administrators, observers, etc.) mention how candidate collaborates and works well with others; candidate shows acceptable professional dispositions in and out of the classroom	Colleagues testify to the candidate's professionalism both in and out of the classroom; candidate shows strong professional dispositions in and out of the classroom	Colleagues testify that the candidate is a vital resource in the classroom, to fellow teachers, and to administrators; candidate shows exemplary professional dispositions in and out of the classroom	