TESOL STANDARDS FOR P–12 ESL TEACHER EDUCATION PROGRAMS

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Teachers of English to Speakers of Other Languages
Introduction & TESOL Updates

• Anita Bright, TESOL/CAEP Program Coordinator
• 27 March 2018
  • Half-day training session in Chicago
  • One-hour consultations available
  • 1 day prior to beginning of TESOL convention
  • During the TESOL Convention: 90 minute “refresher” for experienced reviewers
• Standards revision update
  • 2016-17
  • Transition period
Presentation Outcomes

• Increase knowledge of the TESOL Standards and components of the CAEP Program Report
• Identify and discuss examples of portions of TESOL’s key assessments
Presentation Components

• Features of standards
• Components of standards
• Organization of standards
• Preparing a report for TESOL/CAEP recognition
• Required assessments for TESOL reports
• Describing and presenting levels of performance on assessments
• Issues found in program reports
Key Features of TESOL P-12 ESL Teacher Education Program Standards

• Emphasis on performance-based assessment of candidates
• Candidate performance viewed based on impact on student learning
• No coursework or credit hour mandates
• Program approval is contingent on assessments presented by programs showing candidates’ skills, knowledge and dispositions in terms of teaching English language learners (ELLs)
TESOL’s 5 Domains

- **FOUNDATIONS**
  - Language
    - Language as a system
    - Language acquisition and development

- **CULTURE**
  - Culture as it affects student learning

- **INSTRUCTION**
  - Planning for standards based ESL and content instruction
  - Implementing and managing standards based ESL and content instruction
  - Using resources and technology effectively in ESL and content instruction

- **ASSESSMENT**
  - Issues of assessment for ELLs
  - Language proficiency assessment
  - Classroom-based assessment for ESL

- **APPLICATIONS**

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- **PROFESSIONALISM**
Domain 1: Language

• **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.
Domain 1: Language

• **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.
Domain 2: Culture

- **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.
Domain 3: Instruction

• **Standard 3.a. Planning for Standards-Based ESL and Content Instruction**
  
  Candidates know, 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.
Domain 3: Instruction

- **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.
Domain 3: Instruction

• **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.
Domain 4: Assessment

• *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.
Domain 4: Assessment

- **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.
Domain 4: Assessment

• **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 in the classroom.
Domain 5: Professionalism

- **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.
Domain 5: Professionalism

• *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.
### Rubric for Standard 2
**Culture as it Affects English Language Learning**

<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
<td>• Candidates are aware that racism and discrimination have effects on teaching and learning.</td>
<td>• Candidates consistently use an anti-bias curriculum and materials that promote an inclusive classroom climate, enhancing students’ skills and knowledge to interact with each other.</td>
<td>• Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate that purposefully addresses bias, stereotyping and oppression.</td>
</tr>
</tbody>
</table>
Resources for Domain 2


Preparing a Report for TESOL Recognition
Who Should Prepare a Program Report?

• Graduate and/or undergraduate initial teacher
  • Certification
  • Credentialing
  • Licensure
  • Endorsement programs
Who Should **Not** Prepare a Program Report?

- Programs **only** offering advanced post-certification TESOL programs
Endorsements

• Should be a program
• Should meet these criteria:
  • Enough credits
  • Leads to first licensure in ESL/ESOL (even if teachers are already licensed in another area)
  • Can pull out the 6-8 key assessments (e.g., clinical practice or an assessment on student learning)
New Programs & Programs in Revision

• **New Programs (no completers)**
  
  • An EPP can voluntarily submit a program report for a new program anytime between on-site visits if the program has been approved by the state. It must submit a program report for the new program as part of its scheduled program review cycle whether or not candidates have graduated from the program.
New Programs & Programs in Revision

- **Programs in Substantial Revision**
  - If a program is undergoing a major program redesign, it may request a delay of its submission of the program report. The delay request must be submitted to CAEP with a detailed explanation of the redesign and its timeline.
Dormant and Low Enrollment Programs

- **Dormant Programs**
  - If no candidates are in the pipeline and no one has graduated from the program in the past three years and at the time of the site visit, the program needs to contact the state for a waiver.
Dormant and Low Enrollment Programs

- **Low-Enrollment Programs**
  - Programs with any candidates enrolled are subject to program review for CAEP accreditation purposes. Low enrollment numbers does not preclude a program from submitting a SPA report.
To Receive National Recognition

TESOL Programs must:

• Address all 11 standards, and
• Meet at least 10 of them

In addition, programs must also meet a minimum of 2 standards in each of the 5 Domains (except for Domain 2: Culture).
Performance Indicators

• Performance Indicators are intended to guide, not specify, the way institutions may describe and demonstrate what candidates know and are able to do.

• Programs do not need to address all of the Performance Indicators listed under a particular standard.
Full Scope of a Standard

Rubrics need to capture the full scope of a standard.

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.
What to Do/What Not to Do

• Include what is useful to the reviewers - reference in body of report
• Make sure contextual info is consistent with the rest of the report
• Take advantage of the five pages allowed for the Program of Study
• Do not include more than is asked for
Suggestions for Beginning

• Familiarize faculty and administrators with the TESOL P-12 ESL Teacher Education Standards

• Identify 6-8 key assessments all candidates are required to complete

• Start a self-study at least two years prior to submission date of program materials

• Develop a system for collecting and aggregating ongoing candidate performance data on these key assessments
Self-Reflection Questions When Choosing Assessments

• Do the assessments you’ve listed in Section II address all aspects of the standards?
• Is the alignment specific enough to provide solid evidence?
• Do you need to use all 8 assessment “slots” to address all aspects of the standards sufficiently?
Section IV: Assessments and Findings

This is the ♥ of your program report

For each of your 6-8 assessments:
• Description of assessment
• Assessment alignment to TESOL standard(s)
• Assessment instrument
• Scoring guide
• Data table(s)
• Description of findings
Section V

• Focus your discussion on the assessments and their findings
• Describe a **systematic** approach to data review toward program improvement
• Discuss plans or action taken to address downward trends or poor candidate performance
When Using EPP-Wide Assessments

- Can be used as key program assessments, but must demonstrate alignment with specific TESOL standards
- To show correlation with TESOL Standards:
  - TESOL-specific addendum
  - TESOL-specific rubrics
More Information on Assessments

• It is critical to document alignment between assessments, scoring guides and SPA standards

• All parts of the assessment address the concepts included in the specific SPA standard (not individual Performance Indicators), at the same level of rigor and complexity

• These standards can be seen in the elements of the rubric/scoring guide

• The data presented by standard in the rubric/scoring guide
## Alignment Example

<table>
<thead>
<tr>
<th>TESOL Standard Addressed</th>
<th>How the Standard is met with Assessment #3, Visual and Verbal Analysis of Language and Literacy Observations and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a. Language as a System</strong></td>
<td>In classroom observations and lesson plans, candidates apply their understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.</td>
</tr>
<tr>
<td><strong>1b. Second Language Acquisition</strong></td>
<td>Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.</td>
</tr>
<tr>
<td><strong>3b. Managing and Implementing Standards-Based ESL and Content</strong></td>
<td>Candidates demonstrate practical knowledge in managing and implementing a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.</td>
</tr>
</tbody>
</table>
THE REQUIRED ASSESSMENTS FOR TESOL REPORTS
(Option A)
## CAEP Assessments & Allowed TESOL Standards

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1a</th>
<th>1b</th>
<th>2</th>
<th>3a</th>
<th>3b</th>
<th>3c</th>
<th>4a</th>
<th>4b</th>
<th>4c</th>
<th>5a</th>
<th>5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: State Licen. Test or Content Know.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2: Content Kn.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
</tr>
<tr>
<td>3: Ped &amp; Prof Know, Skills &amp; Disp.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4 Clinical Prac.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5 Impact on S Learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>no</td>
</tr>
<tr>
<td>6 Phil. of Tchg ELLs</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Required Assessment 1: Content Knowledge

Assessment of content knowledge in English as a Second Language

All TESOL standards can be addressed with this assessment
Required Assessment 1: Content Knowledge

• Data from licensure tests or professional examinations of content knowledge in ESL
  ◦ All programs are required to provide candidate performance data from state licensure exams
  ◦ 80% pass rate A requirement only if the state requires licensure tests and if this is an NCATE legacy program
• Can address all TESOL standards (where applicable)
• If not required, data from another assessment that documents candidate attainment of content knowledge in ESL must be presented (i.e. case study, exam, action research, portfolio)
Required Assessment 1: Content Knowledge

- Data from licensure tests or professional examinations of content knowledge in ESL (cont.)
  - Cannot be the sole source of evidence for standards
  - If not required, data from another assessment that documents candidate attainment of content knowledge in ESL must be presented (see Assessment 2 examples)
Required Assessment 1: Licensure Data

• Provide subscores if possible
• Although the assessment “instrument” is not required, providing alignment information is useful
• In “findings,” describe state requirements for licensure tests
Required Assessment 2: Content Knowledge

Assessment of content knowledge in English as a Second Language

All TESOL standards except 5b can be addressed
Examples for Required Assessment 2: Content Knowledge

• Grades (although this can be tricky)
• Comprehensive exam
• Content-based portfolio assessment
• Case studies; action research
Grades:

- Grades in required courses are usually acceptable for Assessment #2
- CAEP policy:
  - All SPAs will accept grades
  - All will accept the same kind of documentation
  - No program is required or even expected to use grades, but if they do so they must prepare the following documentation
Grades Documentation

• Chart that shows alignment between standard and course (either by title or brief course description)

• Average course grades (and range), by course

• Percentage of candidates who meet faculty-chosen benchmark

• Provide rubric used to determine grades, and/or a description of what grades mean
Required Assessment 3: Pedagogical & Professional Knowledge, Skills and Dispositions

• Assessment that demonstrates candidates can effectively plan classroom-based instruction

• All TESOL standards except 4a can be addressed
Example for Required Assessment 3: Planning instruction

- Unit Plan assignment
Required Assessment 4: Pedagogical & Professional Knowledge, Skills, and Dispositions

- Assessment that demonstrates candidates’ knowledge, skills and dispositions are effectively applied

- All TESOL standards except 4a can be addressed
Examples for Required Assessment 4: Assessment of Effective Clinical Practice

- Candidate/internship/practicum evaluation
Required Assessment 5: Effects on Student Learning

- Assessment that demonstrates candidate effects on student learning

- All TESOL standards except 4a and 5b can be addressed
Examples for Required Assessment 5: Assessment of Candidate Impact on Student Learning

- Show a pre-test, instructional intervention, and effects of the intervention on English language learners through
  - Candidate work sample or other classroom-based project
  - Case study of ELLs
Required Assessment 6: Professional Knowledge, Skills and Dispositions

• Assessment that demonstrates candidates have a philosophy of teaching that reflects an understanding of and commitment to the critical issues related to culturally and linguistically diverse students

• All TESOL standards can be addressed, especially standards 5a and 5b
Examples for Required Assessment 6: Professional Knowledge, Skills and Dispositions

• Philosophy of teaching paper
• Reflective journals
Optional Assessments: 7 & 8

Demonstrate additional candidate proficiency in ESL content knowledge; professional and pedagogical knowledge, skills, and dispositions; and/or P-12 student learning (e.g., something special the program includes that’s not addressed in Assessments 1-6)
Describing and Presenting Levels of Performance on Assessments

Rubrics/Scoring Guides/Data Tables
Presenting Assessment Data

• Assessment data need to be **summarized**
• The analysis of the data needs to clearly show:
  • The basis/criteria for determining which candidates approach, meet, and exceed each of the standards addressed by the assessment
  • The number and percent of candidates at each level of performance per standard
Data Tables

• Show:
  ▪ What was used for the assessment
  ▪ When the assessment took place
  ▪ Proportion of candidates approaching, meeting, and exceeding that standard
### Components of A Well-Organized Data Table

**Title of Assessment / Group assessed / # in group**

<table>
<thead>
<tr>
<th>Standard Assessed (Fall 2015)</th>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Individualize Instruction Standard 3a</td>
<td>25% N = 3</td>
<td>50% N = 6</td>
<td>25% N = 3</td>
</tr>
<tr>
<td>Use of appropriate instructional materials Standard 3c</td>
<td>50% N = 6</td>
<td>25% N = 3</td>
<td>25% N = 3</td>
</tr>
</tbody>
</table>

- Report data by single TESOL Standard (e.g., 3a, 3c) not performance indicator or group of standards
- Specify academic year or cohort group, e.g. “2015-2016”; “candidates admitted spring 2015”
- When assessed items are not identified by TESOL standard, include or attach an alignment guide
- Provide data for each score level
How Much Data?

Amount of Data Required for Program Reviews

• 2 applications of the assessment for an initial review
• 1 application of the assessment for a response to conditions report
Typical Issues Found in Program Reports
Organizational Issues

• Reports missing required sections or incorrectly prepared
• Assessments not named correctly
• Multiple files per assessment
• Disconnect between assessments listed in Section III and info on assessment attachments
• Not taking advantage of Section IV to explain the assessment
Assessment Issues

• Generic assessments not specific to teaching ELLs
• Grades used as assessments without adequate description of what they measure
• Alignment to SPA standards not given
• Rubrics & data tables designed at performance indicator level, not at single standard level
• Lack of correlation of assessment ↔ scoring guides ↔ data
Scoring Guide Issues

• “A=excellent” is not enough; the reviewer must know how the program distinguishes an A from a B.

• “Journal=10 pts” is not enough; the reviewer must know what qualities in a journal would earn 10 pts, 5 pts, 0 pts
Data Issues

• Data not broken down into subscores or assessment categories (not “telling the story”)
• Data not disaggregated when appropriate
• Poor data not reflected upon in Section IV or V
• Data difficult to interpret
• Data reported by performance indicator or groups of standards
The Bottom Line

A Program Report should answer 3 fundamental questions:

• What is it that the institution’s graduating candidates know and are able to do?
• How well is the institution doing in helping candidates get to where they need to be?
• How can the institution do a better job?
Questions?
For More Information

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