Department:  TESOL Program, Elementary Education

Assessment Coordinator:  Trish Skillman

Departmental Mission:  The TESOL minor and certificate program is designed to prepare thoughtful, knowledgeable, and effective English language educators for a diverse society and an increasingly inter-connected world. Consistent with national and international standards for what language teachers should know and be able to do, the TESOL curriculum is a carefully sequenced professional program which provides training in linguistics, grammar, second language acquisition and methodology. Participants engage in theoretical and practical training to prepare to be culturally sensitive and effective instructors of English in their home community or internationally.

Departmental Student Learning Outcomes:

Upon graduation, TESOL certificate candidates will be able to:

1. demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESL/EFL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes,

2. 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,

3. know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning,

4. know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL/EFL students,

5. serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds,

6. evaluate a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL teaching, and

7. uphold a professional standard of conduct and collaborate effectively with other professionals to improve learning for all ESL/EFL students; serve as professional resources, advocate for ESL students, and build partnerships with the community.
## “Closing the Loop”: Program Improvement Documentation • Evidence Form

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>SLOs Targeted for Improvement</th>
<th>Description of Program Improvement</th>
<th>Rationale</th>
<th>Evidence that will demonstrate if this change improves student learning.</th>
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</thead>
<tbody>
<tr>
<td>Curricular</td>
<td>5, 7</td>
<td>Include discussion in each course on what &quot;professionalism&quot; includes. Include a written professionalism agreement to be signed by at the start of each methods course (in which students carry out service learning in ESL classrooms). In all courses include expectations for use of a formal register of English in written work and presentations. Share professionalism expectations document each quarter with mentors, request their input on a survey mid-term.</td>
<td>In the Fall 2015 assessment meeting, TESOL instructors noted an increase in direct complaints from mentoring teachers on the demonstrated professionalism of students volunteering in their ESL classes, in attendance, pro-active participation, and modelling of English use. Professionalism checklists at the end of the quarter also showed that 5 out of 30 students in TESL 420 did not receive passing scores on the professionalism checklist from their mentoring teachers.</td>
<td>Fewer mentoring teachers will complain about student professionalism; a higher percentage of students in TESL 420 will receive passing scores on their professionalism checklist. Mentor teachers will respond positively to survey questions on how well students demonstrate professionalism, and on program preparation of students for professional expectations. TESOL instructors will note a more careful use of English in written work and presentations.</td>
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<td>Pedagogy</td>
<td>4, 5</td>
<td>TESL 405, 420 and 421 should each include an assignment in which students video-tape and analyze themselves giving directions for a class assignment or activity.</td>
<td>The Winter 2016 assessment meeting reviewed final practicum evaluations from the previous three quarters, in which TESOL students doing their final practicum are observed teaching two lessons and are assessed using the SIOP. Faculty noted that while students were scoring an average 2.5 out of 4 on providing comprehensible input, student performance could be improved by including more targeted practice on direction-giving.</td>
<td>SIOP scores for the SIOP features in the grouping “comprehensible input” will increase to above a 2.5 on a scale of 4 on the SIOP evaluations in TESL 435.</td>
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<td>Assessment Plan</td>
<td>1,2,3,4,6</td>
<td>The assessment Master Plan should be adjusted to include a Student Exit Survey as part of TESL 432, in which students can be asked to self-report satisfaction with their skill and knowledge, as measured by performance, relative to each of the listed SLOs. Students would also be asked to report satisfaction of faculty, quality of courses, course availability, career preparation, and advising. The data could then be summarized, shared, and acted upon.</td>
<td>The Spring 2016 assessment meeting noted that the use of a student exit survey fell out use; partially because of the use of outdated technology. The assessment committee recommended the development of a new electronic survey to be built into the final TESOL course, TESL 432. This would provide new data for program improvement.</td>
<td>By Spring 2017 data from a Student Exit Survey is used to help set program improvement goals.</td>
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