Teaching English to Speakers of other Languages (TESOL)

Mission Statement: We are committed to producing the most comprehensively prepared TESOL certificate professionals in the country, and to providing leadership and support to our community and profession.

The TESOL program assessment plan is comprised of two components: Program Alignment which defines candidate learning outcomes relative to TESOL/NCATE standards, and Transition Point Assessments which identify sources of evidence of candidate proficiency collected through multiple assessment measures at program transition points.

Transition Point Assessments & Requirements

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<tr>
<th>Admission</th>
<th>Qualification for Practicum Internship</th>
<th>Program Completion</th>
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<tbody>
<tr>
<td>Successful completion of 45 credits of college-level coursework</td>
<td>Successful completion of TESL 401, 404, 405, 420, and 421 with a 2.7 minimum GPA for these courses</td>
<td>Two formal observations during supervised practicum internship with a score of at least 70% on the Sheltered Instruction Observation Protocol (SIOP)</td>
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<td>3.0 GPA, or conditional admittance after interview with review of TESOL course GPA at the end of first quarter</td>
<td>Positive professional feedback reports from mentoring teachers in embedded practicum aspects of TESOL courses.</td>
<td>Positive professional feedback report from mentoring teacher for full practicum internship</td>
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<td>1 year college-level study of a modern foreign language, or outline of plan to complete requirement.</td>
<td>Application for practicum experience</td>
<td>2.7 minimum GPA in 27 credits of TESOL program coursework</td>
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<td>1 college-level course exploring a non-English speaking culture, or approved immersion experience, or outline of plan to complete this requirement.</td>
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<td>Completion of the foreign language and cultural study requirement</td>
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<td>Clear background check</td>
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<td>Reflective Essay</td>
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Preparing thoughtful, knowledgeable, and effective educators for a diverse society
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<tr>
<th>NCATE/TESOL Conceptual Framework and Standards</th>
<th>Where addressed (Courses/Field Experience)</th>
<th>How assessed (Sources of Data)</th>
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</table>
| **Domain 1. Language as a System**<br>Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support English Language Learners (ELLs) as they acquire English language and literacy in order to achieve in the content areas. | • TESL 401 Introduction to Linguistics for TESOL  
• TESL 404 English Grammar for TESOL  
• TESL 405 Teaching English Grammar  
• TESL 420 Methods and Materials for Basic Communication  
• TESL 421 Methods and Materials for Academic Language  
• TESL 435 Practicum in TESOL  
• Study of a foreign language | • Unit exams on phonology, morphology, syntax, pragmatics, and semantics  
• Contrastive analysis project of foreign language with English  
• Analyses of ELL speaking and writing based on field experiences  
• Unit exams on specific areas of English syntax  
• Language objective development and explanation delivery in lesson plans for methods courses and practicum teaching |
| **Domain 1.b. Language Acquisition and Development**<br>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. | • TESL 410 Second Language Acquisition  
• TESL 420 Methods and Materials for Basic Communication  
• TESL 421 Methods and Materials for Academic Language  
• TESL 435 Practicum in TESOL | • Case study of ELL's acquisition of English  
• Presentations on Second Language Acquisition theories and research  
• Rationale statements for lesson plans for methods courses and practicum teaching  
• Literacy and content-based lesson plans |
| **Domain 2. Culture**<br>Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. | • TESL 401 Introduction to Linguistics for TESOL  
• TESL 410 Second Language Acquisition  
• TESL 420 Methods and Materials for Basic Communication  
• TESL 421 Methods and Materials for Academic Language  
• TESL 432 Seminar in TESOL  
• Cultural Study course or immersion experience | • Presentation on cultural/second language acquisition interface for top 10 language groups in Washington state  
• Reflective essays drawing on personal cross-cultural study and experiences  
• Presentation on cultural adaptations made in practicum classroom |
| **Domain 3. Planning, Implementing, and Managing Instruction**<br>Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs. | • TESL 405 Teaching English Grammar  
• TESL 420 Methods and Materials for Basic Communication  
• TESL 421 Methods and Materials for Academic Language  
• TESL 435 Practicum in TESOL | • Lesson plans following Sheltered Instruction Observation Protocol (SIOP) guidelines  
• Peer teaching with critiques using SIOP guidelines  
• Lesson plan adaptations for various program models  
• Integration of technology in lesson resource preparation, peer teaching, and supervised practicum teaching |
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<th>Domain 4. Assessment</th>
<th>TESL 420 Methods and Materials for Basic Communication</th>
<th>Incorporation of national (CASAS, SCANS) or international standards (CEFR) in rationale statements for all lesson plans</th>
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<td>TESL 421 Methods and Materials for Academic Language</td>
<td>* Reflective report on assessments used by institution in practicum teaching site</td>
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<td>TESL 432 Seminar In TESOL</td>
<td>* Creation of assessment plan for each lesson plan in methods classes and teaching practicum</td>
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<td>TESL 435 Practicum in TESOL</td>
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Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.