



M.Ed. in Teaching English to Speakers of Other Languages 2019-2020

Program Goals:

The program is designed to prepare teachers in the U.S. and abroad to teach English to students whose first language is not English. Graduates are prepared to work with a diversity of cultures in the classroom, understand and apply the second language acquisition progression, to create and implement curriculum, and appropriate assessments for English as a second language (ESL). It also prepares students for further graduate study (Education Specialist or Ph.D.s). Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL.

*Objectives	Assessment	Changes Made/Planned
<p><i>Student Understanding of Concepts and Theory</i></p> <ul style="list-style-type: none"> A) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL). B) The candidates will be knowledgeable about structure and development of American English. C) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context). D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar) 	<ul style="list-style-type: none"> A) CIED 5923 Second Language Acquisition The candidates will analyze and write reports on learner data. B) CIED 5513 Sound System of American English The candidates will collect and analyze language sample. C) CIED 5993 Introduction to Linguistics The candidates will write a term paper on one aspect of linguistics. D) CIED 5983 Structures of American English The candidates will write a paper on teaching grammar. 	



<p><i>Student Understanding of Practice</i></p> <p>The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.</p>	<p>CIED 5933 Second Language Methodologies</p> <p>The candidates will engage in teaching demonstrations, design lesson plans, and tutor second language learners.</p>	
<p><i>Student Understanding of Assessment</i></p> <p>The candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.</p>	<p>CIED 5953 Second Language Assessment</p> <p>The candidates will create assessment and evaluation rubrics.</p> <p>The candidates will submit a final paper on summative or formative assessment.</p>	
<p><i>Student understanding of dual aspects of teaching content to English Learners—building English language proficiency and content proficiency simultaneously.</i></p> <p>Candidates will plan and implement lessons attending to language needs and academic content need of English Learners.</p>	<p>CIED 6193 Teaching ESL in the Content Areas</p> <p>Candidates will submit lesson plans and artifacts of a delivering instruction to ELs and other students with access to grade-level content standards while developing children’s academic English skills.</p>	
<p><i>Student Understanding of Cultural Influences on the Classroom</i></p> <p>The student will demonstrate an understanding of cultural differences present in the classroom, and prepare lessons that incorporate cultural responsive practices into the curriculum</p>	<p>CIED 5943 People of Other Cultures</p> <p>The candidates will submit culturally responsive lesson plans. The candidates will prepare a presentations on a culture different from the dominant culture.</p>	
<p><i>Student understanding of the importance of engaging Culturally & Linguistically Diverse (CLD) students’ parents, family and community in the CLD student’s education</i></p> <p>Candidates will plan and implement classroom parent & family engagement strategies</p>		



	Comprehensive exams have been added for those students not doing a thesis.	Each question response assessed by two faculty members using rubric. If not in agreement, third faculty member will assess. Rubric for evaluation revised.
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*ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium) TESOL/NCATE = 2009 Teachers of English to Speakers of Other Languages/National Council for the Accreditation of Teacher Education Praxis II (5361) = Praxis II: English to Speakers of Other Languages

Reporting of Results

Reports annually to the Dean of the College the following:

- Results of analysis of assessment of Student Learning Outcomes
- Any changes to degree planned or made on the basis of the assessment and analysis
- Any changes to the assessment process made or planned.

The following table presents the data on graduating candidates in the 2019-20 school year:

Candidate	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Comprehensive Exam
1	A	A	A	A	A	Pass

The TESOL program graduated 1 MEd students in the 2019-2020 year. It appears as though TESOL program assessment may not be capturing all data related to the program as there is a large number of student seeking endorsements versus an MEd. Data collected is based upon broad goals versus specific TESOL and TESS standards.

We have just become aware of the Arkansas ancillary teaching license available for those who complete an M. Ed. in TESOL. I believe that will increase our number of M. Ed. students.