

Graduate Certificate in Teaching English to Speakers of Other Languages

In fall 2019, a TESOL Graduate Certificate (TESOL GC) was implemented for completing the four courses required for the ESL endorsement plus a fifth course—CIED 5913 Culturally and Linguistically Diverse (CLD) Parent/Family Engagement or CIED 6193 Teaching ESL in the Content Area.

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 (TESOL M. Ed). Included in the course work for the TESOL GC are the four courses required by the Arkansas Department for Elementary and Secondary Education for the ESL endorsement on a teaching license. The TESOL GC also provides a CLD Parent/Family Engagement course (CIED 5913). Parent, family and community engagement within the schools is a has become a state and national priority. An alternative to this course is the advanced methods course CIED 6193 Teaching ESL in the Content Areas.

| *Objectives | Assessment | Changes Made/Planned |
|---|---|-----------------------------|
| <p><i>Student Understanding of Concepts and Theory</i></p> <p>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).</p> <p><i>Student Understanding of Practice</i></p> <p>B) The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts</p> <p><i>Student Understanding of Assessment</i></p> <p>C) 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</p> | <p>A) CIED 5923 Second Language Acquisition The candidates will analyze and write reports on learner data.</p> <p>B) CIED 5933 Second Language Methodologies The candidates will engage in teaching demonstrations, design lesson plans, and tutor second language learners.</p> <p>C) CIED 5953 Second Language Assessment The candidates will create assessment and evaluation rubrics. The candidates will submit a final project on summative or formative</p> | |

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| <p>four modalities: listening, reading, speaking, and writing.</p> | <p>assessment.</p> | |
| <p><i>Student Understanding of Cultural Influences on the Classroom</i> 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 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 Assessment</i> 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 The candidates will create assessment and evaluation rubrics. 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> 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 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 the importance of engaging Culturally & Linguistically Diverse (CLD) students’ parents, family and community in the CLD student’s education</i> Candidates will plan and implement classroom parent & family engagement strategies</p> | <p>Students will investigate characteristics of family-community engagement systems and models serving culturally and linguistically diverse (CLD) students and families. Identify qualities of a welcoming, accepting environment for CLD families and implement some of these characteristics in their classroom and schools.</p> | |

*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 2020-2021 school year:

| Candidate | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|-----------|--------|--------|--------|--------|--------|
| 1 | A | A | A | A | A |
| 2 | A | A | A | A | A |
| 3 | A | A | A | A | A |
| 4 | A | A | A | A | A |
| 5 | A | A | A | A | A |
| 6 | A | A | A | A | A |
| 7 | A | A | A | A | A |
| 8 | A | A | A | A | A |
| 9 | A | A | A | A | A |
| 10 | A | A | A | A | A |
| 11 | A | A | A | A | A |
| 12 | A | A | A | A | A |
| 13 | A | A | A | A | A |
| 14 | A | A | A | A | A |
| 15 | A | A | A | A | A |
| 16 | A | A | A | A | A |
| 17 | A | A | A | A | A |
| 18 | A | A | A | A | A |
| 19 | A | A | A | A | A |
| 20 | A | A | A | A | A |
| 21 | A | A | A | A | A |
| 22 | A | A | A | A | A |
| 23 | A | A | A | A | A |
| 24 | A | A | A | A | A |
| 25 | A | A | A | A | A |

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|----|---|---|---|---|---|
| 26 | A | A | A | A | A |
| 27 | A | A | A | A | A |
| 28 | A | A | A | A | A |
| 29 | A | A | A | A | A |
| 30 | A | A | A | A | A |
| 31 | A | A | A | A | A |

The TESOL program graduated 31 Graduate Certificate student in the 2019-2020 year. Data collected is based upon broad goals versus specific TESOL and TESS standards.