

M.Ed. in Teaching English to Speakers of Languages 2018-2019

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.). 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 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>CIED 5983 Practicum</p> <p>The candidates will submit a portfolio.</p>	

<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>B) The candidates will be knowledgeable about structure and development of American English.</p> <p>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).</p> <p>D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar)</p>	<p>A) CIED 5923 Second Language Acquisition The candidates will analyze and write reports on learner data.</p> <p>B) CIED 5513 Sound System of American English The candidates will collect and analyze language sample.</p> <p>C) CIED 5993 Introduction to Linguistics The candidates will write a term paper on one aspect of linguistics.</p> <p>D) CIED 5983 Structures of American English The candidates will write a paper on teaching grammar.</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 The candidates will create assessment and evaluation rubrics. The candidates will submit a final paper on summative or formative assessment.</p>	

Spring	CIED 5943 People of Other Cultures The candidates will submit multicultural lesson plans. The candidates will conduct presentations.	
	Action Research Project	Deleted from program of study. Options for culminating activity are thesis or comprehensive exams. Fall 2019
	Comprehensive exams have been added for those students not doing a thesis.	Piloted spring 2019. Each question response assessed by two faculty members using rubric. If not in agreement, third faculty member will assess.

*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 Language.

Reporting of Results

The following table presents the data on graduating candidates in the 2018-19 school year:

Candidate	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Action Research Project
1	A	A	A	A	A	Pass
2	A	A	A	A	A	Pass
3	A	A	A	A	A	Pass
4	A	A	A	A	A	Pass

The TESOL program graduated 5 M.Ed. students in the 2018-19. 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 M.Ed. Data collected is based upon broad goals versus specific TESOL and TESS standards.

This year we are working on merging our M.Ed. program with our endorsement programs. We redeveloped coursework for online access and will adjust assessments.