

**M.Ed. in Teaching English to Speakers of Languages (TESL)
Academic Program Assessment Plan 2024-2025**

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.) in the CIED Department. Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for the AR teacher license endorsement in ESL.

Student Learning Outcomes & Assessment of Student Learning

*Objectives	Assessment	Changes Made/ Planned
<p><i>1. Student Understanding of Practice</i></p> <p>A. The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.</p> <p>B. The candidates will compare and contrast different programmatic options for English Learners (ELs).</p>	<p>CIED 59303 Second Language Methodologies</p> <p>The candidates will engage in video observation of scaffolding practices and design activity and lesson plans.</p> <p>CIED 61903 Teaching ELs in the Content Areas</p> <p>Candidates will conduct text and task analyses and make recommendations for instruction.</p> <p>The Candidates will design a unit plan incorporating vocabulary instruction and genre teaching for disciplinary literacies.</p> <p>CIED 63503 Foundations & Issues in ESL and Bilingual Education</p> <p>Candidates will cite research while creating an infographic of different programmatic options.</p>	<p>CIED 63503 Foundations & Issues in ESL and Bilingual Education</p> <p>Starting summer 2025, PowerPoints and literature specific to the Arkansas context will be included so candidates get more familiar with possibilities for bilingual and dual-immersion in the state.</p>

<p>2. <i>Student Understanding of Concepts and Theory</i></p>	<p>CIED 59203 Second Language Acquisition</p>	<p>CIED 59903 Introduction to Linguistics</p>
<p>C. 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>The candidates will identify factors that influence language development and write reports on learner data.</p> <p>CIED 59903 Introduction to Linguistics</p>	<p>Starting fall 2025, plans are underway to revise a major course assignment, offering students the option to choose one area of sociolinguistics for an in-depth exploration.</p>
<p>D. 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>The candidates engage in linguistic analysis of student writing and make recommendations for language-focused instruction.</p>	
<p>E. The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational- generative (universal grammar)</p>		

<p>3. <i>Student Understanding of Assessment</i></p>	<p>CIED 59503 Second Language Assessment</p>	
<p>F. 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>The candidates will conduct a policy analysis of landmark legislation and key policies influencing the education of English learners.</p> <p>The candidates will create assessments and corresponding rubrics and evaluation criteria.</p>	
	<p>The candidates will submit a</p>	

	case study of a focal learner analyzing the results of multiple assessments and make recommendations for instruction.	
<p><i>4. Student Understanding of Culture</i></p> <p>G. The candidates will submit multicultural lesson plans. The candidates will conduct presentations.</p>	<p>CIED 59403 Teaching People of Other Cultures</p> <p>The candidates will interview a U.S. immigrant and present an oral history about the culture they left and how it compares to U.S. culture.</p> <p>CIED 63503 Foundations & Issues in ESL and Bilingual Education</p> <p>The candidates will interview a U.S. immigrant and present a written analysis of factors that influence educational opportunities for English learners.</p>	<p>Starting summer 2025, plans are in place to ensure consistency across all sections of CIED 44003 Understanding Cultures in the Classroom, which is often used to meet the requirement for CIED 59403 Teaching People of Other Cultures and to fulfill the cultures-related competencies for the ESL Endorsement.</p>

*ATS (InTASC) = 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium) TESOL/CAEP = 2014 Teachers of English to Speakers of Other Languages/Council for Accreditation of Educator Preparation Praxis II (5361) =Praxis II (5361): English to Speakers of Other Language.

Assessment of Student Learning across Objectives 1-7:

- Praxis ESOL 5362 English to Speakers of Other Languages
 - 90% of students earn A's in the foundation courses required for the endorsement since mastery teaching methods are utilized. 95% of students pass the Praxis exam on their first attempt.
- Capstone: Comprehensive Exam or Thesis Project
 - 95% of students pass the Comprehensive Exam on their first attempt. 100% of students pass the Thesis Project with minor revisions.

Changes made/planned:

- Capstone: Comprehensive Exam or Thesis Project
 - For 2024-2025, a detailed rubric was updated for the Comprehensive Exams. A Blackboard shell was created for students to submit their Comprehensive Exam to utilize the "TurnItIn" checks.
 - Starting fall 2025 create a FAQ sheet to include in the M.ED. in TESL Handbook or program website explaining the difference between the Comprehensive Exam and the Thesis option for the capstone.

- Bilingual and Dual-Immersion Endorsement
 - Conversations are in the early stages for exploring the development of an endorsement to be developed at the university in collaboration with other stakeholders and approved by DESE to help prepare educators for new bilingual and dual-immersion programs in the state.
 - Endorsement programs used in other states will be reviewed and key collaborators and allies will be identified to participate in these conversations.

Reporting of Results: The following table presents the data on the twelve (12) graduating candidates during the 2024-25 academic year:

Candidate	Objective 1	Objective 2	Objective 3	Objective 4
1.	Met	Met	Met	Met
2.	Met	Met	Met	Met
3.	Met	Met	Met	Met
4.	Met	Met	Met	Met
5.	Met	Met	Met	Met
6.	Met	Met	Met	Met
7.	Met	Met	Met	Met
8.	Met	Met	Met	Met
9.	Met	Met	Met	Met
10.	Met	Met	Met	Met
11.	Met	Met	Met	Met
12.	Met	Met	Met	Met

Timeline for Data Collection and Analysis: Data is collected each semester at the application level since candidates are expected to apply what they've learned to a project or classroom lesson.

Use of Results: All candidates were successful in completing the coursework at a mastery level.