

Program Report for the Preparation of Teachers of English to Speakers of Other Languages

Teachers of English to Speakers of Other Languages (TESOL) 2009 standards - Option 1

NOTE: This form uses the TESOL standards approved by NCATE in 2009. Beginning in Fall 2011, all programs are required to respond to the 2009 TESOL standards

COVER SHEET

1. **Institution Name**

Kutztown University

2. **State**

Pennsylvania

3. **Date submitted**

MM DD YYYY

03 / 01 / 2020

4. **Report Preparer's Information:**

Name of Preparer:

Carissa Pokorny-Golden

Phone:

(610)683-4333

Ext.

E-mail:

pokorny@kutztown.edu

5. **CAEP Coordinator's Information:**

Name:

Carissaa Pokorny-Golden

Phone:

(610)683-4333

Ext.

E-mail:

pokorny@kutztown.edu

6. **Name of institution's program**

English as a Second Language (ESL) Program Specialist Certification

7. **CAEP Category**

English as a Second Language

8. **Grade levels⁽¹⁾ for which candidates are being prepared**

K-12

(1) e.g. K-6, 7 -12, K-12

9. **Program Type**

- ☐ First teaching License
 - ☒ Advanced Teaching
 - ☐ Other School Personnel
 - ☐ Non-licensure/non-certification degree
 - ☐ Unspecified
10. **Degree or award level**
- ☐ Baccalaureate
 - ☐ Post Baccalaureate
 - ☐ Master's
 - ☐ Post Master's
 - ☒ Specialist or C.A.S.
 - ☐ Doctorate
 - ☐ Endorsement only
11. **Is this program offered at more than one site?**
- ☐ Yes
 - ☒ No
12. **If your answer is "yes" to above question, list the sites at which the program is offered**
-
13. **Title of the state license for which candidates are prepared**
-
- English As A Second Language Program Specialist
14. **Program report status:**
- ☐ Initial Review
 - ☐ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 - ☒ Response to National Recognition With Conditions
15. **Is your Educator Preparation Provider (EPP) seeking**
- ☒ CAEP accreditation for the first time (initial accreditation)
 - ☐ Continuing CAEP accreditation
16. **State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**
- ☐ Yes
 - ☒ No

SECTION I - CONTEXT

1. **Description of any state or institutional policies that may influence the application of TESOL standards. (Response limited to 4,000 characters)**
-
- The Department of Secondary Education and the College of Education house the English as a Second Language Program Specialist certification program at Kutztown University of Pennsylvania. A local Board of Trustees governs Kutztown University, as it is one of the fourteen institutions in the State System of Higher Education and, at the state level, the State System's Board of Governors

also governs the University.

The Pennsylvania Department of Education (PDE) certifies candidates to teach in Pennsylvania. Title 22, Chapters 49.2 and 354 of the Pennsylvania code grant statutory authority to the State Board of Education to govern professional educator programs. PDE's authority to promulgate the regulations is granted from the state board. Chapter 354 is the regulatory document for the design and structure of the professional educator preparation programs while Chapter 49 provides certification requirements.

All candidates for the ESL Program Specialist K-12 certification in the Commonwealth of Pennsylvania must hold a valid Instructional I or II certification or be matriculated in a teacher certification program, complete 60 hours of field experience and, through evaluation of course grades, demonstrate competency in each of the following domains: Language; Culture; Observing, Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. The Pennsylvania Department of Education does not currently require ESL Program Specialist K-12 certification candidates to pass a licensure assessment; however, the Department is considering adoption of the English to Speakers of Other Languages Praxis 5361 examination as a future certification requirement. The Pennsylvania Department of Education also requires program-designed field experiences in place of a formal student teaching experience for ESL Program Specialist K-12 certification candidates.

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

Each ESL Program Specialist K-12 certification candidate completes 60 hours of field experiences, which are embedded in courses across the program (see ESL Program Specialist Certification Program Field Experience Checklist).

In EDU 428 - Cultural Diversity of English Learners, candidates complete two field experiences.

Candidates conduct a descriptive qualitative case study on an English learner (see TESOL Assessment

1) and attend, summarize, and analyze a cultural diversity event within their community. Candidates

in EDU 434 - Instructional Methodology for English Learners, complete four field

experiences: three

SIOP® lesson plans (see TESOL Assessment 3) and a classroom observation (5 hours) and interview (1 hour) with a certified ESL teacher.

In EDU 435 - Language Acquisition and English Linguistics, candidates complete two field

experiences: a Cognitive Academic Language Proficiency (CALP) and Vocabulary Development lesson, which is taught to their peers, and attend, summarize, and analyze a linguistic diversity event

within their community. Candidates in EDU 436 - Assessment of English Learners, complete four field

experiences: a WIDA® workshop in which students practice the administration and scoring of the

W-APT and WIDA ACCESS assessments (materials provided to Kutztown University's Rohrbach Library by

the WIDA Consortium); the creation and modification of a traditional assessment; the creation and

modification of a project-based assessment; and a teacher work sample (see TESOL Assessment 5).

Finally, candidates in EDU 437 - Protocols and Practices for PA ESL Programs, complete five field

experiences: a program brochure which is used to inform parents about the ESL program in their

school or district; a program comparison which examines and compares the ESL programs at two

schools or districts; a professional development proposal which enhances content-area teachers'

understanding of instructional and assessment practices for ELLs; a parent partnership proposal which outlines the

candidate's plan for communication with and involvement of parents of English language learners in their children's education; and a Philosophy of Education (see TESOL

Assessment 6). Beginning fall 2017, the Department of Secondary Education will adopt an electronic submission format for all field experience assignments.

3. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

ESL_Program_Specialist_Grid_Sheet.docx

See the **Attachment** panel.

4. **This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

5. **Candidate Information**

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: English as a Second Language Program Specialist K-12 Certification		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁽²⁾
2016-2017	9	2
2017-2018	14	7
2018-2019	25	10

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. **Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Dr. Amber Pabon
Highest Degree, Field, & University⁽³⁾	PhD, Urban Education City University New York, Graduate Center New York, New York
Assignment: Indicate the role of the faculty member⁽⁴⁾	Secondary Education Faculty; ESL
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Pabon, A. (2017). In hindsight and now again: Black male teachers' recollections and reflections on the suffering of Black male youth. <i>Race, Ethnicity & Education</i> . 20(6), 766-780. Woodson, A. & Pabon, A. (2016). "I'm none of the above": Exploring themes of heteropatriarchy in the life histories of Black male educators. <i>Equity & Excellence in Education</i> . 49(1), 57-71. Pabon, A. (2016). Waiting for Black Superman: A look at a problematic assumption about Black male teachers. <i>Urban Education</i> . 51(8).
Teaching or other professional experience in P-12 schools⁽⁹⁾	2005-2008- Literacy Staff Developer, New York City Department of Education; 2001-2008 - Social Studies & Literacy Teacher, New York City Department of Education; Summer 2011 Literacy Staff Developer, Harlem Children's Zone Summer Bridge Program, Fordham University; English Education professor with outreach to schools in Allentown and Reading, PA areas.

Faculty Member Name	Dr. Tricia Walsh-Coates
Highest Degree, Field, & University⁽³⁾	PhD., American History - Lehigh University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Secondary Education Faculty; ESL Culture and Diversity
Faculty Rank⁽⁵⁾	Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	Scholarship: Presenter, Playing a Man's Game: Margaret Sanger, Modern Feminism, and the Move towards a New Sexual Consciousness in the Early Twentieth Century, The Organization of American Historians National Conference, Houston, 2011. Publications: A European Education: Margaret Sanger and the Trans- Atlantic Development of a Birth Control Ideology, published in <i>The Journal of History and Social Sciences</i> , December 2010. Margaret Sanger and the Origin of the Birth Control Movement, 1910-1930: The Concept of Women's Sexual Autonomy, New York: Mellen Press, 2008."
Teaching or other professional experience in P-12 schools⁽⁹⁾	High School History and Government Teacher - 12 years of service Secondary Education PA Certification: - Social Studies

Faculty Member Name	Dr. Christine Nunez Coleman
Highest Degree, Field, & University⁽³⁾	PhD. Spanish, Temple University
Assignment: Indicate the role of the faculty member⁽⁴⁾	Department Chair, Modern Language Studies; Spanish Faculty
Faculty Rank⁽⁵⁾	Associate Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Faculty Advisor: Organization for Latino Awareness (KU student organization) NEH/ALA grant: "Latino Americans: 500 Years of History" (2015-2016 programming related to contributions, cultural perspectives and practices of Latinos to American society.) "Enhancing Intercultural Awareness through Community-Based Language Learning Curricula", presented at Mountain Interstate Foreign Language Conference, Charleston, South Carolina, October 15-17, 2015.
Teaching or other professional experience in P-12 schools⁽⁹⁾	Sponsored workshops for area language teachers and teacher candidates.

Faculty Member Name	Dr. Brenda Muzeta
Highest Degree, Field, & University⁽³⁾	PhD, Teacher Education, University of Massachusetts, Amherst
Assignment: Indicate the role of the faculty member⁽⁴⁾	Secondary Education Faculty; ESL
Faculty Rank⁽⁵⁾	Assistant Professor
Tenure Track	* YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾:List up to 3 major contributions in the past 3 years⁽⁸⁾	Published an article titled "Teaching Between Languages: Five Principles of the Multilingual Classroom" in MATSOL - a professional association of educators of English language learners in Massachusetts (summer 2018). Completed dissertation research on the experiences of students from linguistically and culturally diverse backgrounds (spring 2018). Member of the American Anthropological Association (AAA) as well as the American Educational Research Association (AERA). Serves on the ESL External Advisory Board and Honors Council at Kutztown University; Advises students in the ESL program, as well as undergraduate students in the Department of Secondary Education. Invited to speak at the International Honor Society - Kutztown University chapter of Kappa Delta Pi (fall 2018).
Teaching or other professional experience in P-12 schools⁽⁹⁾	Supervised students during their clinical assignments in two school districts in Reading and Allentown, Pennsylvania. Other teaching experiences include working with teachers who serve English language learners in public schools in the state of Massachusetts. I also have several years of experience teaching beginner, intermediate, and advanced levels of French to various student age-groups: high schools students, middle school students as well as elementary school in both domestic (U.S.) and various international contexts.

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the TESOL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment or other content-based assessment (required)	Case Study	Case Study	Candidates complete the Case Study in EDU 428 - Culture and Diversity of English Learners
Assessment #2: Assessment of content knowledge in English as a second language (required)	Course Grades	Grades from required ESL Program Specialist certification program courses	Course grades are evaluated at the end of the semester in which candidates complete coursework
Assessment #3: Assessment of candidate ability to plan instruction (required)	SIOP Lesson Plans	Project	Candidates complete the SIOP Lesson Plans in EDU 434 - Instructional Methodology for English Learners
Assessment #4: Assessment of student teaching (required)	KU Adapted Danielson Final Evaluation Form	Evaluation Form	Candidates' supervisors and mentors complete the evaluation form at the end of each student teaching placement (SEU 390/391 or EDU 592)
Assessment #5: Assessment of candidate effect on student learning (required)	Teacher Work Sample	Project	Candidates complete Teacher Work Sample in EDU 346 - Assessment of English Learners
Assessment #6: Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students.(required)	Philosophy of Education	Essay	Candidates complete the Philosophy of Education in EDU 437 - Protocols and Practices for PA ESL Programs
Assessment #7: Additional assessment that addresses TESOL standards (optional)	Assessment Portfolio	Portfolio (Two Assignments)	Candidates complete the Assessment Portfolio in EDU 437 - Protocols and Practices for PA ESL Programs
Assessment #8: Additional assessment that addresses TESOL standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each TESOL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple TESOL standards.

1. Domain 1. Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 1.a. Language as a System-Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 1.b. Language Acquisition and Development-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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Domain 2. Culture

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.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 2. Culture as It Affects Student Learning-Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Domain 3. Planning, Implementing, and Managing Instruction

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.

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 3.a. Planning for Standards-Based ESL and Content Instruction-Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction-Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction-Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Domain 4. Assessment Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.								

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 4.a. Issues of Assessment for English Language Learners-Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard 4.b. Language Proficiency Assessment-Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard 4.c. Classroom-Based Assessment for ESL-Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Domain 5. Professionalism Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.								

	#1	#2	#3	#4	#5	#6	#7	#8
Standard 5.a. ESL Research and History-Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5.b. Professional Development, Partnerships, and Advocacy-Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments and data reported should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A two-page narrative that includes the following:
 - a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing a CAEP Program Report found on the CAEP website at the following URL:
<http://caepnet.org/accreditation/caep-accreditation/program-review-options/caep-program-review-national-recognition>

1. **State licensure tests or professional examinations of content knowledge. TESOL standards addressed in this entry could include all five of the standards' domains. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

2. **Assessment of content knowledge in TESOL. TESOL standards addressed in this assessment could include all of the TESOL standards except Standards 5.b and 5.c. Examples of assessments include examinations, grades, analysis of oral and/or language examinations, reflections, case studies, research papers, cross-cultural experiences, role plays, essays, and portfolio tasks¹³. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

EDU 428 - Dr. Walsh-Coates.docx	EDU 428 - Language Event Assignment Guidelines.docx
EDU 428 - Rubric for Language Event Assignment.docx	EDU 428 - Rubric for Discussion Board Posts - CULTURE & DIVERSITY OF ELL.pdf.docx
EDU 434 - Dr. Muzeta.pdf	EDU 434 - Classroom Observation Assignment and Rubric.pdf
EDU 435 - Presentation Assignment.docx	EDU 435 - Rubric for Presentation.docx
EDU 435 - Rubric for Discussion Board.docx	EDU 436 - Dr. Pabon.docx
EDU 436 - Discussion Board Rubric.doc	EDU 437 - Dr. Muzeta.pdf
EDU 437 - Program Comparison Rubric.docx	EDU 437 - Identification and Placement Simulation Assignment.docx
TESOL Assessment 2 - 2020.docx	

See the **Attachment** panel.

(13) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. **Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standard 4.a. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, practicum evaluation, follow-up studies of graduates, and intervention plans. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standard 4.a. The assessment instrument used in student teaching, an internship, or other clinical experiences should be submitted. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

5. **Assessment that demonstrates candidate effects on student learning. TESOL standards that could be addressed in this assessment include all of the TESOL standards except Standards 4.a, 5.b and 5.c. Examples of assessments**

include those based on lesson/unit plans, analysis of audio/video tape, analysis of language proficiency tests, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

6. **Assessment that demonstrates candidates have a philosophy of teaching that reflects candidates' understanding of and commitment to the critical issues related to culturally and linguistically diverse students. All of the TESOL standards could be addressed in this assessment, especially Standards 5a, 5b, and 5c. Examples of assessments include evaluations of field experiences, reflections, case studies, and portfolio tasks. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

7. **Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies. (Optional)**

Provide assessment information as outlined in the directions for Section IV

TESOL Assessment 7 - 2020.docx

See the **Attachment** panel.

8. **Additional assessment that addresses TESOL standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, test and/or software evaluation, adaptation of texts, item analysis, research papers, analysis of audio/video tapes, analysis of language, language proficiency tests, reflections, and follow-up studies. (Optional)**

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

Overview of Use of Assessment Results To Improve Program

A. Analysis of assessment results has led to continuous and ongoing revision of the English as a Second Language Program Specialist certification program. As a result of our response to the Pennsylvania Department of Education's Annual 2017 Proposed Teacher Shortage Area Report (English as a Second Language K-12 was identified as the number one shortage area) to revise our ESL program, which was implemented in the 2017-2018 school year, our ESL program grew from 14 candidates and 7 completers in 2017-2018 to 25 candidates and 10 completers in 2018-2019.

B. Evidence of content knowledge and professional and pedagogical knowledge, skill, and dispositions

Candidates in the English as a Second Language Program Specialist certification program at Kutztown University demonstrate strength in their content knowledge as well as their professional and pedagogical knowledge, skill, and dispositions, as evidenced by new data from Assessment #2 for the 2018-2019 academic year, data

show that candidates had overall mean scores of an "A-" or higher, surpassing the minimum of a "C" grade in all five of the required courses. Moreover, in four of the five required courses (EDU 428, EDU 435, EDU 436, and EDU 437), candidates had individual scores of a "B" or higher. In the fifth course (EDU 434), eleven of the twelve candidates earned "A's" while the third completer earned a "B-." Additionally, as requested by our last reviewer we have added all syllabi from each of the five courses leading to specialist certification. Course activities/assignment rubrics are attached to Assessment #2 demonstrating that EDU 436, Assessment of English Language Learners allows for mastery of Standard 4.a. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. As stated in the syllabus course objectives for EDU 436, candidates will demonstrate understanding of a variety of assessment tools to measure English language learners proficiency and will also apply appropriate assessment practices. These objectives are evident in a final paper that utilizes resources from their own school districts or states.

New data from new Assessment #7 - Assessment Portfolio, demonstrates more clearly the importance of Standard 4: Assessment in our ESL Specialist Program by utilizing a portfolio consisting of two separate assignments completed in EDU 437 (the course following EDU 436 Assessment) that focus on both Standard 4a (Program Comparison Assignment) and Standard 4b (Identification and Placement Simulation). Both of these assignments demonstrate candidates' mastery of assessment from EDU 436. Data from the new portfolio assessment that included 19 students in summer 2019 found that candidates received over an 80% in the two standards tested. No candidates received an unsatisfactory. Standard 4.b. had a mean of a 2.76/3.0 overall; Standard 4.a. had a mean of 2.84/3.0. Since these were new assessments no scores from previous semesters taken into account.

C. Conclusion

The revised English as a Second Language Program Specialist certification program provides more intense and specialized coursework in each of the five Pennsylvania Department of Education content areas and TESOL domains. Evidence from the most recent applications Assessment #2 and #7 demonstrate strength in candidates' content knowledge, professional and pedagogical knowledge, skill, and dispositions, and student learning. Improvements to the program have demonstrably increased candidates' opportunities to learn and apply knowledge of linguistics and the process of language acquisition; culture as it affects student learning; the planning, implementation, and management of English as a Second Language and content-area instruction; the development and use of classroom-based and language proficiency assessments; and the cultivation of professional relationships with colleagues, students, and families. Recently, our faculty in the College of Education chose to focus their efforts on providing more ESL training to all of our candidates, not just those in the ESL Program Specialist Certification program. We requested and received a new tenure-track faculty position to strengthen the ESL program in all of our undergraduate programs: Elementary Education, Library and Learning Technologies, Secondary Education, and Special Education. Our new tenure-track hire continues to work with our ESL External Advisory Board, comprised of local ESL teachers in the field and the professors that teach ESL here at Kutztown

University, to continue to strengthen our ESL certification program and our undergraduate students, so that all of our graduates will feel better prepared to teach ESL students in rural, suburban, and urban schools, not only in Pennsylvania, but abroad. Our continued work with that Advisory Board has led to changes in our current TESOL Assessments (to Assessment #1), as well as the planning of a regional ESL Conference in May 2020.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at: CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>**

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>

(Response limited to 24,000 characters.)

The following conditions cited in the original recognition report and our responses to questions and/or new documents are verified below:

1. Provide activities and scoring guides used to assign grades for Assessment 2. Assessment #2 includes all syllabi for each class in our ESL Program Specialist Certification Program. Each syllabi is labeled by class and professor (EDU 428 - Dr. Walsh-Coates, EDU 434 - Dr. Muzeta; EDU 435 - Dr. Nunez; EDU 436 - Dr. Pabon; and EDU 437 - Dr. Muzeta). Guidelines and rubrics for each activity/assignment listed in that syllabi (as given by each professor) is included as an attachment as well.
2. Select or create assessments for Standards 4a and 4b so that these standards are not based solely on course grades.
Assessment #7 - Assessment Portfolio was created based on two assignments completed in EDU 437. TESOL Standard 4.a. can be found in the Program Comparison Assignment Rubric. Standard 4a is also aligned in Assessment #2 as demonstrated by the assignment activities/exercises in EDU 436 (administration, scoring, and interpreting of results of the WIDA W-APT and WIDA ACCESS 2.0, etc.). The new Assessment #7 was placed in EDU 437 to demonstrate candidates' understanding of various assessment issues as they affect ELLs learned in EDU 436. Assessment #7 as includes TESOL Standard 4.b. in the Identification and Placement Simulation Assignment. In this assignment, candidates demonstrate their knowledge of and use of a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They also demonstrate their understanding of the uses for identification, placement, and reclassification of ELLs as per the standard.
3. Provide one additional data set for revised Assessment 2.
Additional data on Assessment #2 - Assessment of Content Knowledge - Course Grades is included along with additional data on how course grades are collected through several ESL-based assignments and activities. New data from Assessment #2

demonstrates that for the 2018-2019 academic year, candidates had overall mean scores of an "A-" or higher for all five courses, surpassing the minimum of a "C" grade in all five of the required courses. Moreover, in four of the five required courses (EDU 428, EDU 435, EDU 436, and EDU 437), candidates had individual scores of a "B" or higher. In the fifth course (EDU 434), eleven of the twelve candidates earned "A's" while the third candidate earned a "B-." Standard 4.a. had a mean of 2.84/3.0.

4. Provide one additional data set for assessment(s) added to meet Standards 4a and 4b.

New data on the new Assessment #7 - Assessment Portfolio is included in this report. Data collected from the new assessment, which included data from two separate assignments in EDU 437 (19 candidates overall), found that candidates received over an 80% in the two standards tested. No candidates received an unsatisfactory. Standard 4.b. had a mean of a 2.76/3.0 overall.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.