NATIONAL RECOGNITION REPORT
Initial Preparation of Teachers of English to Speakers of Other Languages (2009 Standards)

National recognition of this program is dependent on the review of the program by representatives of the Teachers of English to Speakers of Other Languages (TESOL).

COVER PAGE

Name of Institution

Kutztown University, Pennsylvania

Date of Review

MM	DD	YYYY
08	01	2020

This report is in response to a(n):

○ Initial Review

○ Revised Report

◉ Response to Conditions Report

Program Covered by this Review

English as a Second Language (ESL) Program Specialist Certification

Grade Level[1]

K-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Advanced Teaching

Award or Degree Level

○ Baccalaureate

○ Post Baccalaureate

○ Master's

○ Post Master's

◉ Endorsement only

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

◉ Nationally recognized

○ Nationally recognized with conditions

○ Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:

○ Yes

○ No

◉

Not applicable

○ Not able to determine

Comments, if necessary, concerning Test Results:

The state does not require a licensure test.

Summary of Strengths:

The program has responded to all conditions set forth in previous reviews, and has provided evidence that candidates meet the TESOL Standards. It is wonderful to hear that the program enrollment is growing, and that candidates are responding well to newly updated assessments. Also, the addition of a new tenure-line faculty member shows evidence of the institutional dedication to further strengthening and broadening this important work.

PART B - STATUS OF MEETING SPA STANDARDS

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.

1a.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.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

This standard was met in a previous review.

1b. 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.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

This standard was met in a previous review.

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.

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.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

This standard was met in a previous review.

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.

3a. 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.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

This standard was met in a previous review.

3b. 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.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

This standard was met in a previous review.

3c. 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.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

This standard was met in a previous review.

Domain 4 – Assessment. Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs

4a. 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.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

Assessments 2, 3, and 7 are provided as evidence for meeting this standard.

The new specificity included for Assessment 2 (Course Grades), along with the detailed information in Assessment 7 (Assessment Portfolio) provide sufficient evidence that candidates meet this standard.

4b. 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.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

Assessments 2 and 7 are provided as evidence for meeting this standard.

The new specificity included for Assessment 2 (Course Grades), along with the detailed information in Assessment 7 (Assessment Portfolio) provide sufficient evidence that candidates meet this standard.

4c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Met   Met with Conditions   Not Met
⦿   ○   ○

Comment:

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.

5a. 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..

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

This standard was met in a previous review.

5b. 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.

Met	Met with Conditions	Not Met
⦿	○	○

Comment:

This standard was met in a previous review.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Please see comments in previous reviews.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Please see comments in previous reviews. Additionally, the current version of Assessment 7 provides evidence towards addressing candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

C.3. Candidate effects on P-12 student learning

Please see comments in previous reviews.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

PART E - AREAS FOR CONSIDERATION

Areas for consideration

To further strengthen the experience of the candidates in your program, consider adding clear connections to specific TESOL Standards within ALL course syllabi, highlighting course outcomes as linked to specific aspects of individual TESOL Standards (rather than alluding to connections to the standards writ large). Ensuring candidates are clear about the connections between assignments and course outcomes may be an opportunity to further strengthen the rich work already being done at Kutztown University.

In any future submissions for SPA TESOL review, please ensure assessment information and data are submitted as attachments with one attachment per assessment (labeled as "Assessment 1" or similar), rather than multiple, distinct files per assessment. In other words, each assessment and associated data should be attached as a single document, one per assessment.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the CAEP site visitors:

PART G -DECISIONS

Please select final decision:

◉ **National Recognition**. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated.**To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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