

PROGRAM REPORT SUMMARY

Department: English	Report Type: SUMMARY
Program Name: <u>MS in Teaching English to Speakers of Other Languages (TESOL), inclusive of OCP TESOL</u>	Program Award Level: Master's
Report Preparer: Drs. Matt Ciscel and Tatiana Luchkina	Academic Year: 2018-19
Program Structure (Choose One): External Accredited <u>Non-External</u> Combo	Date Report Completed: October 16, 2019
External Accreditation Agency (If Applicable):	Date Next Self Study Due to Agency:

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	On the TESOL at Central website: http://www.ccsu.edu/english/tesol/learningOutcomes.html More detail within the TESOL at Central Handbook: http://www.ccsu.edu/english/tesol/TESOLHandbook18.pdf
2) Assessment Instruments: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? e.g., capstone course, portfolio review, licensure examination, etc.)	Assignments in FOUR core, required courses (a Unit Plan in LING 407/507 TESOL Methods for LO3, and Exams in LING 400 Linguistic Analysis for LO1a-b, in LING 507 Second Language Acquisition for LO2, and in LING 515 Intro to Sociolinguistics for LO1c), plus evidence/data from capstone work in the Master's, including rubric assessments on all LOs in the comprehensive exam (Capstone B) and general rubric assessment of theses (Capstone A) NOTE: The TESOL OCP involves the first half (18 credits) of the 36-credit MS-TESOL, so it is included in the course-based data.
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	TESOL at Central faculty (Drs. Zidani-Eroglu, Ciscel, Koulidobrova, and Luchkina)
4) Results: Since the most recent full report, list: <i>a.</i> The conclusion(s) drawn, noting strengths and weaknesses. <i>b.</i> The changes that were or will be made as a result of those conclusion(s).	<i>a.</i> Visual examination of the data in Fig. 1-3 indicate that in 2018-2019, small but systematic improvement was observed on most learning outcomes, including LO1a-d, LO2a-b, and LO3a-f, excepting LO3c, compared to the means for the past 7 years. The outcome LO3c reflects on students' ability to "implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment". The skill set referenced in this outcome is covered in the TESOL Methods courses and will become a central focus of the LING 406/506 curriculum in the future. The largest growth was achieved on LOs 1c (Sociolinguistic Theory) and 3a (TESOL methods, optimization of the learning process). <i>b.</i> The capstone results were comparable to past years, with continued evidence of relative weakness in argument and theory across LOs. A continuing venue for improvement for all four TESOL faculty is bridging theory to practice (instruction), recognized as a long-standing goal in all applied linguistics

	<p>(TESOL) programs. This goal will be addressed by incorporating units on ESOL classroom applications into the core theory courses' curricula.</p> <p>b. The TESOL program is in the process of undergoing substantial course and program revisions during the current (2019-2020) academic year, including the modification of the TESOL MS to the Applied Linguistics MA program and launching a new track in Language Policy and Planning. As part of these curricular revisions, a new set of Learning Outcomes will be in effect beginning Fall 2020. These new outcomes will be finalized in Spring 2020 and will require revisions to our assessment instruments in accordance with the reforms.</p>
<p>5) Strengths: What about your assessment process is working well?</p>	<p>We have a robust and comprehensive internal process for designing, collecting, analyzing, and reflecting on standards-based learner outcomes. This provides a rich set of data and evidence sources to supplement the even more useful qualitative assessment processes that are the norm in our profession.</p>
<p>6) Improvements: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>We will need to adjust the Learner Outcomes to our revised curriculum, particularly to the new track in Language Policy and Planning that will supplement the existing TESOL track. A detailed outline of new outcomes was prepared in Spring 2019 and reflects specific recommendations of all core TESOL faculty based on their revised and updated curricula. We will continue working to create new and more streamlined assessment instruments based on our courses and capstones, including the new course offerings for the Language Policy and Planning track. We expect to complete this work in Spring 2020, and the new outcomes to become effective beginning Fall 2020.</p>

GENERAL EDUCATION SUMMARY

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1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete Section 1 below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below.
Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes, click [here](#).

Department: see the separate Summary Report from the English Department	Report Type: GenEd Summary
Program Name and Level:	Academic Year: 2019-20
Report Preparer:	Date Completed:

N/A (no gen-ed in graduate programs)

APPENDIX

Please clearly label all supporting data tables by LO.

Figure 1: Mean results for AY2019 (blue) and MS-TESOL students AY2016-19 (orange) for each (sub)outcome (1=linguistic theory, 2=second language acquisition theory, 3=second language instruction), with 2 minimally meeting, 3 meeting, and 4 exceeding

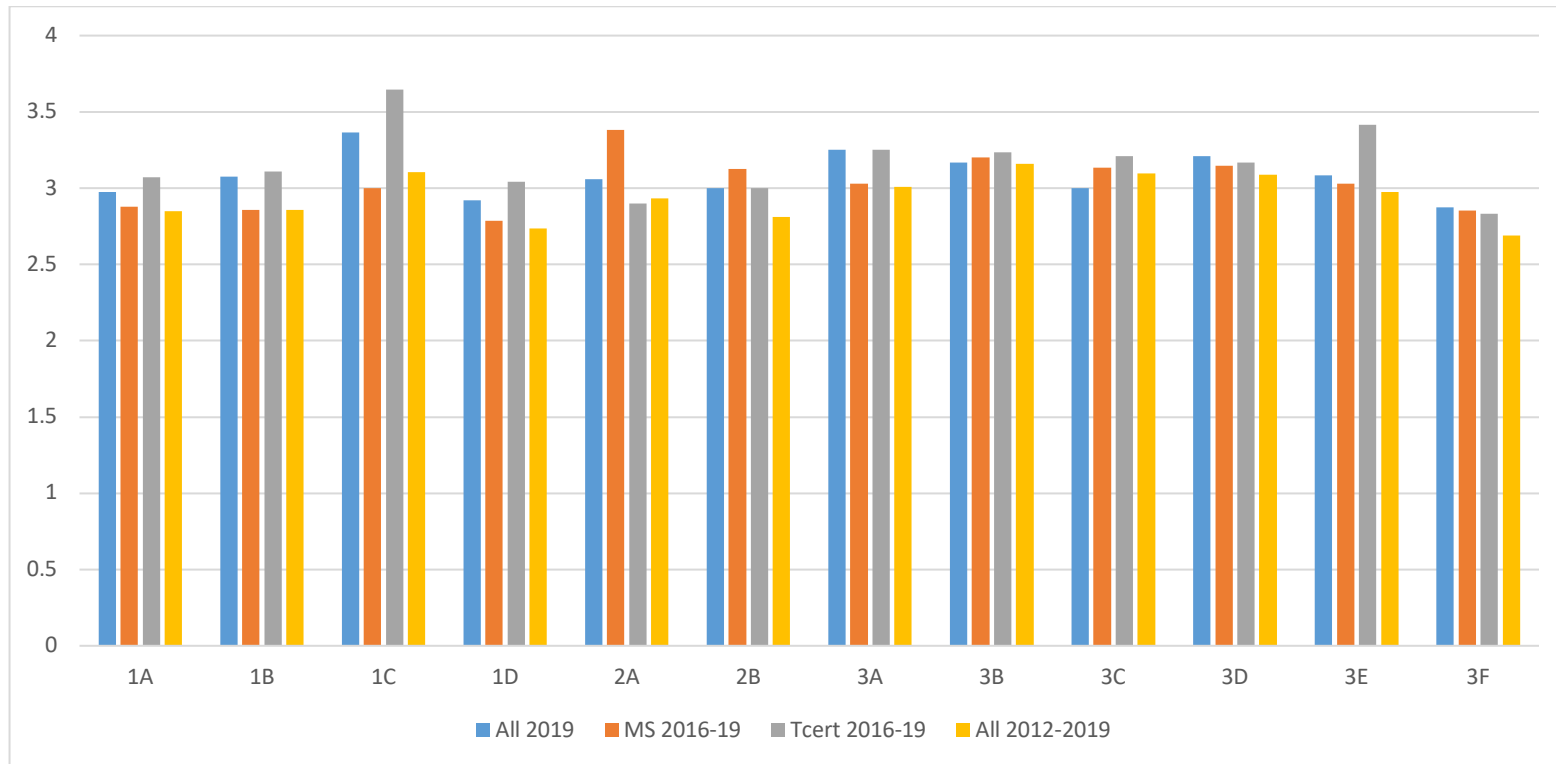


Figure 2: Mean results for AY2018, AY2009-2019, and by Outcome (exam question) in the five assessment areas of the exam rubric

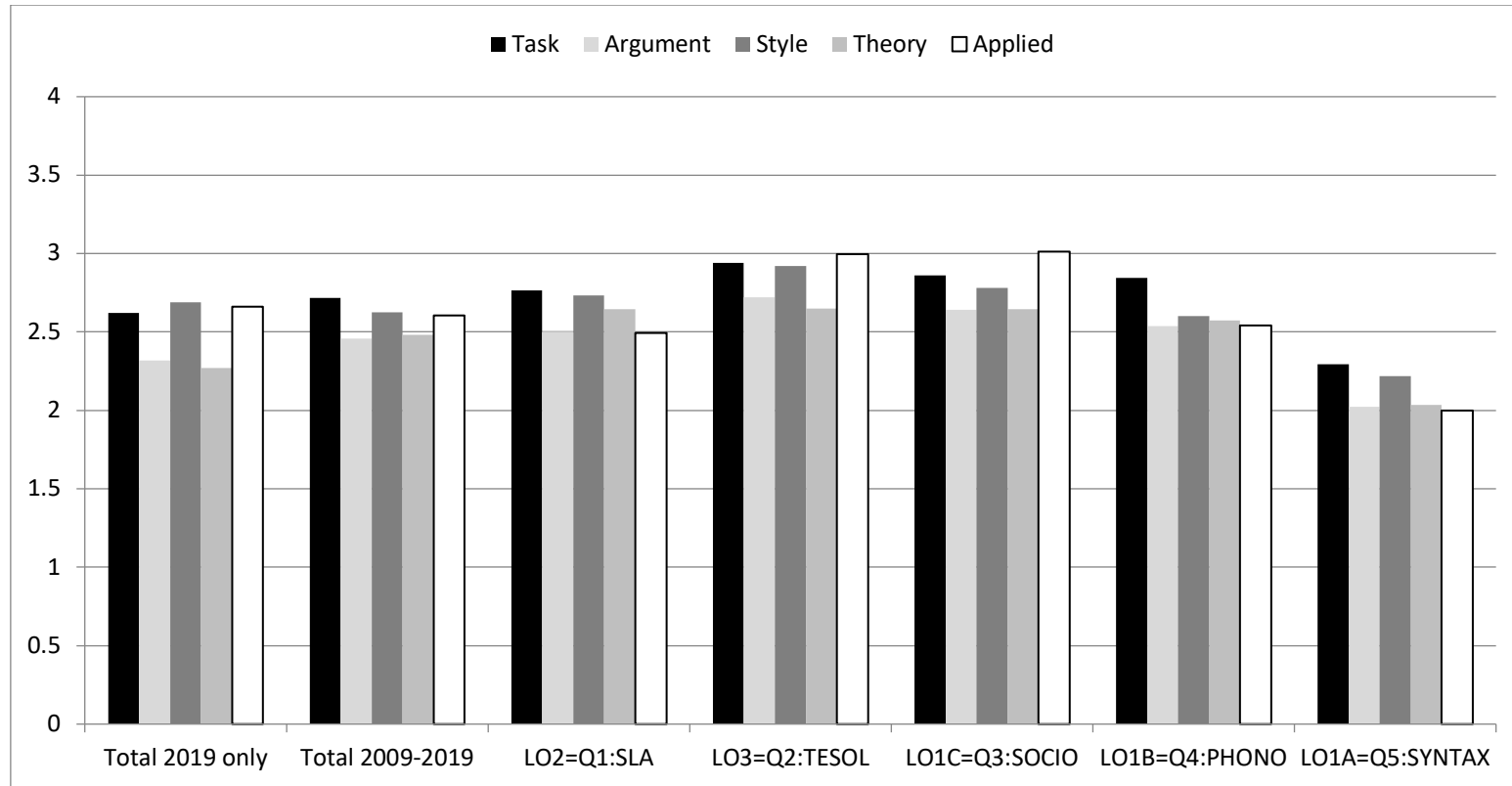
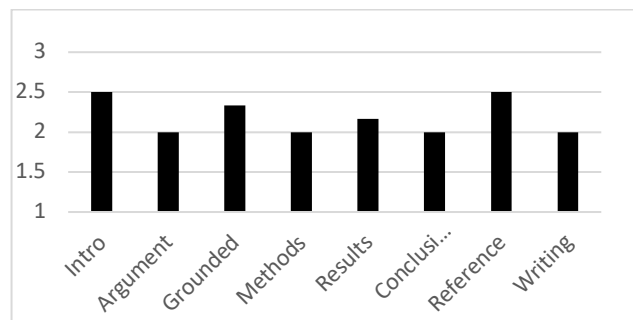


Figure 3: Mean results of the Thesis Rubric Categories for MS-TESOL Theses AY2012-2018 (N=6)



TESOL GOAL STATEMENT AND PROJECTED OUTCOMES

The over-arching goal of the programs in Teaching English to Speakers of Other Languages (TESOL) at CCSU is to prepare teachers to use a range of broadly recognized methods to meet the various instructional needs of students of English as a second or foreign language while encouraging such students to maintain their native language and cultural competence. Students who graduate from the master's or certification program can expect to be prepared not only for first jobs teaching English, but for full and long-lasting careers in this profession. They receive a thorough grounding in both the content of language teaching (systems of language structure and use, as well as language acquisition theory) and the practical skills and methods of language teaching aimed at developing communicative competence and appropriate academic skills in emergent bilinguals. More specifically, graduates of the TESOL programs will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
 - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
 - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
 - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
 - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
 - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
 - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals

3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
 - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning
 - b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
 - c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment
 - d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons
 - e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners
 - f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

End of Report