Department/program:
ESL/Bilingual Education Licensure Program (Teaching ESL, a licensable minor)

Team members:
Susan Huss-Lederman, Olesia Ostapenko, Melanie Schneider (Jenna Cushing-Leubner and Julie Minikel-Lacocque are also ESL/BE faculty members but couldn’t be part of this team)

Goals of the action plan:
1. To have an UW-W approved assessment plan in place to guide the next 5 years of our ESL licensure program and use in the next Audit and Review cycle.

2. To include parts of the assessment plan in our application for Department of Public Instruction (DPI) approval of our revised ESL licensure program under the new PI 34 rules (Teacher Education rules).

Actions completed (from Action Plan 2019-2020, see Appendix A):

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine <strong>ESL/BE meeting schedule</strong> for the year (Fall semester, 2nd Thursdays, 3:00 – 4:30 pm; Spring semester Tuesdays, 12 – 2 pm) and share draft action plan.</td>
<td>DONE</td>
</tr>
</tbody>
</table>
| 2. Finalize **action plan** and **decide on national standards to use for SLOs** tailored to our program *(Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs* (TESOL, 2019), TESOL, 2019). These five standards became our SLOs (abbreviated form):
  1. Knowledge about Language
  2. ELLs in the Sociocultural Context
  3. Planning and Implementing Instruction
  4. Assessment and Evaluation
  5. Professionalism and Leadership | DONE   |
| 3. Create a **mission statement** for the ESL/BE program.               | DONE   |
| 4. Create a **curricular crosswalk** aligning SLOs to our current courses or non-course requirements (where SLOs are introduced, practiced, and assessed). | DONE   |
| 5. Identify **signature assignments** in courses or non-course requirements (where SLOs are introduced, practiced, and assessed). | DONE   |
6. Complete a **summary description** of our program’s overall assessment plan, including a **timeline for reviewing student performance on SLOs.**  

**IN PROGRESS**

7. Draft final report of Assessment Institute project. **Final report due: April 30, 2019.**  

**DONE**

**Brief statement of main results:**

- We completed 6 of the 7 actions for developing an ESL/BE Program Assessment Plan (see chart above). We worked hard to accomplish this, especially considering the abrupt change to online teaching in Spring 2020 because of the Covid-19 pandemic.
- We ended up changing our original SLOs based on TESOL’s *6 Principles for Exemplary Teaching of English Learners* to those based on the *Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs* (TESOL, 2019). We made the change mainly because the Initial PK-12 Standards were more appropriate for our undergraduate students, who make up the majority of students in our licensure program. As a result, we also had to revamp our curriculum map of how the SLOs are aligned with our program courses.
- Action Step 6 was partially completed. We completed a summary description of our program’s overall assessment plan, but we have not yet developed a timeline for reviewing student performance on the SLOs. Developing a timeline will have to wait until we can meet as a faculty in Fall 2020.
- See the Current Status Report, which was updated on 4/20/20, and is attached at the end of this final report as **Appendix B**. In particular, see the following:
  - Mission statement for the program and SLOs
  - Overall assessment plan - Curriculum cross-walk, which maps assessment tools to SLOs
  - Overall assessment plan – Where each SLO is introduced, developed, and assessed

**How you have/will/can make use of the results:**

- We plan on publicizing the new SLOs (5) with students in our program and referring to the SLOs in our course objectives in the ESL/Bilingual Education Licensure Program.
- The assessment plan will help guide our program re-design for Teaching ESL (TESL), which needs to be approved by the DPI for TESL as an initial K-12 licensure program (required by PI 34 rules).
- The assessment plan will help guide our self-study in the next cycle of Audit & Review (AY 2020-21). Specifically, we will use the mission statement and curriculum cross-walk, which are required as part of the assessment plan in the A & R self-study of the ESL/BE Licensure Program. Please see **Appendix C** for a list of assessment tools for each SLO (assignments are not included in this report).
- We see the assessment tools identified for each SLO as somewhat fluid. If course content changes substantially, we will adjust assessment tools (including signature assignments).

**Goals for 2020-2021 year** (2019 – 2020 in the original; future goals are more useful for us):

- Create a timeline for reviewing SLOs.
- Review the *ESL Field Study Evaluation Form* for possible revision. This form is the program’s primary (but not only) tool for final assessment of SLOs. The competency areas in the
evaluation form are based on DPI requirements for ESL/BE programs. We need to consider whether to revise this form so that it aligns with our SLOs.

- Consider the possible reinstatement of the *Praxis II ESL Content Exam* (5362). This point was brought up by Interim Dean Fox, Interim Associate Dean Collet-Klingenberg, and Assistant Dean Casey.
- Make progress in working with Elementary/Middle Education faculty in our department to identify the needed changes and to begin to implement them in order to make dual licensure in Elementary/Middle Education and ESL/BE a reality.
Appendix A

Action plan for the 2019-2020 academic year (August 2019 through May 2020):

<table>
<thead>
<tr>
<th>TEAM:</th>
<th>ESL/Bilingual Education Licensure Program (Teaching ESL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMBERS:</td>
<td>Susan Huss-Lederman, Olesya Ostapenko, Melanie Schneider (Jenna Cushing-Leubner and Julie Minikel-Lacocque are also ESL/BE faculty members but couldn’t be part of this team)</td>
</tr>
<tr>
<td>GOALS:</td>
<td>What goals do you want to achieve by the end of Spring 2020?</td>
</tr>
<tr>
<td></td>
<td>1. To have an UW-W approved assessment plan in place to guide the next 5 years of our ESL licensure program and use in the next Audit and Review cycle.</td>
</tr>
<tr>
<td></td>
<td>2. To include parts of the assessment plan in our application for Department of Public Instruction (DPI) approval of our revised ESL licensure program under the new PI 34 rules (Teacher Education rules).</td>
</tr>
<tr>
<td>ACTIONS with TIMELINE:</td>
<td>List and describe the actions you’ll take to achieve these goals, including a timeline for the actions.</td>
</tr>
<tr>
<td>Actions for developing an ESL/BE Program Assessment Plan</td>
<td></td>
</tr>
<tr>
<td>ACTIONS</td>
<td>TIMELINE (Estimated)</td>
</tr>
<tr>
<td>1. Determine ESL/BE meeting schedule for the year (Fall semester, 2nd Thursdays, 3:00 – 4:30 pm) and share draft action plan.</td>
<td>September 13, 2019*</td>
</tr>
<tr>
<td>2. Finalize action plan and translate the 6 Principles for Exemplary Teaching of English Learners (TESOL, 2018) into SLOs tailored to our program.</td>
<td>October 11, 2019</td>
</tr>
<tr>
<td>3. Create a mission statement for the ESL/BE program.</td>
<td>Start in November, finalize December 13, 2019</td>
</tr>
<tr>
<td>4. Create a curricular crosswalk aligning SLOs to our current</td>
<td>December 13, 2019</td>
</tr>
<tr>
<td><strong>ASSESSMENT TOOLS &amp; STRATEGIES:</strong></td>
<td>What specific assessment tools will you develop and/or use? What strategies will you use? Include information about:</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                                  | • the specific SLOs you are targeting and why
|                                  | • (if applicable) how you will make use of what your program, college, and/or campus already have available
|                                  | • direct measures of student learning you will use
|                                  | • indirect measures of student learning you will use

**Specific Assessment Tools and Strategies**

1. *Review ESL Field Study Evaluation Form* for possible revision. This form is the program’s primary (but not only) tool for assessing SLOs. Do we need to revise this so that it aligns with our SLOs?

2. In place: *Summary and reflection of professional development conference related to bilingual learners*. This document is the primary tool for meeting the PD conference requirement of our program (SLO 6).

3. *Signature assignments* identified in courses and non-course requirements. We need to discuss what level of recordkeeping we can realistically provide to document
completion of these signature assignments. Time is an important consideration here.

4. Consider possible reinstatement of Praxis II ESL Content Exam. This point was brought up by Interim Dean Fox, Interim Associate Dean Collet-Klingenber, and Assistant Dean Casey.

<table>
<thead>
<tr>
<th>DISCUSSION &amp; USE OF DATA:</th>
<th>How does your plan ensure meaningful discussion and use of data on student learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Discussion and Use of Data</strong></td>
</tr>
<tr>
<td></td>
<td>The ESL/BE program has set aside two meetings a year for analysis of student progress (October and April). During AY 2019-20, these meetings will need to be tabled so that we have the time to complete the development of the assessment plan. During our monthly ESL/BE meetings, we have other department and program businesss that need to be addressed in addition to the assessment plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOVING FORWARD:</th>
<th>How will your plan help your program make meaningful progress in its assessment of student learning? How does your academic year plan make use of and/or build on the summer project?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Moving Forward</strong></td>
</tr>
<tr>
<td></td>
<td>The action plan will guide the development of our program plan and final report for the Assessment Institute. An earlier draft of our action plan was formulated at the Assessment Institute in Summer 2019. We also took into consideration the draft action plans shared by other teams at the Aug. 23 meeting, comments from other Institute attendees and other program faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCE NEEDS:</th>
<th>Discuss what you need to achieve the goals, e.g., budget, time, additional learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Resource Needs</strong></td>
</tr>
<tr>
<td></td>
<td>Most importantly, we need time to discuss and issues/questions raised by the 6 action steps (listed above) and time to complete them. To help make that possible, we would like to request</td>
</tr>
</tbody>
</table>
- Undergraduate Admission numbers from 2013-14 – 2018-19 divided (desaggregated) into the three strands of the ESL/BE minor: Teaching ESL, Teaching ESL Bilingual-Bicultural, and Teaching English to Adults.
- Support for two half-day retreats with a modest stipend for our team members (3) and lunch - in January and in April in order to consolidate and complete the work outlined in the action plan.

<table>
<thead>
<tr>
<th>BARRIERS/DIFFICULTIES:</th>
<th>Discuss the barriers or difficulties you will need to overcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barriers/Difficulties</strong></td>
<td></td>
</tr>
<tr>
<td>1. Delay in communicating with other ESL/BE Program faculty who are not on the assessment team. We need to check back and share the work completed as an assessment team with other faculty so that we are moving forward together.</td>
<td></td>
</tr>
<tr>
<td>2. Time for collecting, analyzing and recording data for the development of the action plan and for ongoing implementation of the plan, e.g., reviewing and/or updating SLOs and recording student performance data related to the SLOs.</td>
<td></td>
</tr>
<tr>
<td>3. Meeting the requirements for DPI approval for the ESL licensure program under the new PI 34 rules (rules for Teacher Education). This will require a substantial time commitment over the next two years at least.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUSTAINABILITY:</th>
<th>How will the efforts and benefits from your plan continue onward after Spring 2020 to foster sustainable assessment of student learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We will be able to more fully answer this question after we make more progress on the action steps outlined here. The intention is for the assessment plan to help guide our program re-design for Teaching ESL as an initial K-12 licensure program and also guide our self-study in the next cycle of Audit &amp; Review (AY 2020-21).</td>
</tr>
</tbody>
</table>
Appendix B

UW-Whitewater Summer Assessment Institute
Current Status Report Template

Due to Assessment Office by August 19, 2019 (assessment@uww.edu)

a. Program: ESL/Bilingual Education Licensure Program  Department: Curriculum & Instruction

Team members: Susan Huss-Lederman, Olesya Ostapenko, Melanie Schneider (additionally, Jenna Cushing-Leubner and Julie Minikel-Lacocque are ESL/BE faculty members)

b. Provide a succinct description of your program’s overall assessment plan. (Revised 4/20/20)

Teaching English as a Second Language and Bilingual-Bicultural Education Licensure Program

Mission Statement Revised April 7, 2020

The mission of the licensure programs in Teaching English as a Second Language and Bilingual/Bicultural Education is to prepare linguistically and culturally sustaining educators who integrate the teaching of academic content and language through the encouragement of intercultural understanding in communities inside and outside of the school.

Student Learning Outcomes

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

SLO 1: Knowledge about Language. Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

SLO 2: ELLs in the Sociocultural Context. Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories.

SLO 3: Planning and Implementing Instruction. Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.

SLO 4: Assessment and Evaluation. Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning.

SLO 5: Professionalism and Leadership. Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Student learning outcome (SLO)</th>
<th>When assessed</th>
<th>Where assessed</th>
<th>Direct/indirect/both</th>
<th>Assessment tool/s used</th>
</tr>
</thead>
</table>
| 1   | **Knowledge about Language**                                                                    |                               |                                 |                      | CIGENRL 310: Exam on core areas of linguistics: phonology, morphology, syntax, and semantics.  
|     | 1a Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs. | Entry-, mid-, and advanced level courses | CIGENRL 310/510, CIGENRL 320/520, CIGENRL 330/530, CIGENRL 403/603 | Direct/Indirect | CIGENRL 310: Exam on core areas of linguistics: phonology, morphology, syntax, and semantics.  
|     | 1b Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. |                               |                                 |                      | CIGENRL 320: Autobiography and SLA theory analysis of language learning and use (digital story)  
|     | 1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs’ language learning in English. |                               |                                 |                      | CIGENRL 320: Final project (research study on SLA factors)  
|     | 1d Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs’ academic achievement across content areas. |                               |                                 |                      | CIGENRL 330: Midterm exam that assesses comprehension of foundational grammatical concepts.  
<p>|     |                                                                                               |                               |                                 |                      | CIGENRL 403: Vocabulary lesson plan                                                  |</p>
<table>
<thead>
<tr>
<th>Entry- and mid-level courses, ESL Pre-Student Teaching (formerly Field Study)</th>
<th>CIGENRL 350/550, CIGENRL 354, CIGENRL 330/530, CIFLD 406/408</th>
<th>Direct/Indirect</th>
<th>CIGENRL 350: Know your learners tool (including home language and literacy practices) CIGENRL 350: School climate analysis CIGENRL 354: Student interview and analysis CIGENRL 354: Analyses of case studies of students’ classrooms and reflections on immigration policies and schooling CIGENRL 330: Bilingual Book assignment that incorporates a grammar structure in the home language and English in a pattern book CIFLD 406/408: ESL Field Study Evaluation form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELLs in the Sociocultural Context</strong></td>
<td>2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2c Candidates devise and implement methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.</td>
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</tr>
<tr>
<td></td>
<td>2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.</td>
<td></td>
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<tr>
<td></td>
<td>2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Planning and Implementing Instruction</strong></td>
<td>Mid- and advanced-level courses, ESL Pre-Student Teaching</td>
<td>CIGENRL 330/530, CIGENRL 403/603, CIGENRL 405/605, CIFLD 406/408</td>
</tr>
<tr>
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</tr>
<tr>
<td>3a</td>
<td>Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs’ learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs in the content areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td>Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>Candidates adjust instructional decisions after critical reflection on individual ELLs’ learning outcomes in both language and content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d</td>
<td>Candidates plan strategies to collaborate with other educators, school personnel, and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e</td>
<td>Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment and Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4a</strong></td>
<td>Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid- and advanced-level courses, ESL Pre-Student Teaching</strong></td>
<td><strong>CIGENRL 320/520</strong>  CIGENRL 403/603, CIGENRL 405/605, CIFLD 406/408</td>
<td><strong>Direct/Indirect</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4b</strong></td>
<td>Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4c</strong></td>
<td>Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4d</strong></td>
<td>Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.</td>
<td><strong>CIGENRL 320:</strong> Teacher observation/interview (e.g. corrective feedback)  <strong>CIGENRL 403:</strong> Students introduced to formative and summative assessment (unit plan)  <strong>CIGENRL 405:</strong> Review of a standardized test for ELs  <strong>CIFLD 406/408:</strong> ESL Field Study Evaluation form</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Professionalism and Leadership</strong></td>
<td>Entry-, mid-, and advanced level courses; also as part of a non-course program requirement</td>
<td>Indirect/Dir</td>
</tr>
</tbody>
</table>

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs’ educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

---

I=SLO is introduced  
D=SLO is practiced, developed  
A=SLO is assessed for program assessment purposes

- When assessed may include annual, biennial; at capstone; on program entry and exit; etc.
- Where assessed may include in specific courses (list which ones); in capstone course; using external test; using a portfolio artifact; etc.
- **Direct assessment** includes measures of actual student performance (e.g., test scores; rubric ratings on papers, performances, etc.; themes identified in instructor/supervisor observational notes; etc.)
- **Indirect assessment** includes surveys or opinions not based on actual student performance or observation of specific performances (e.g., Senior Outcomes Assessment Survey; NSSE; student opinions of skills; etc.)
- **Assessment tools** may include assignments embedded with a course; a standardized test; rubrics applied to student work; a survey of practicum/internship supervisors; a student survey; etc.

Source: TESOL International Association (TESOL). (2019). *Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs*. Alexandria, VA: Author. See section (b) for a complete listing of subpoints for each SLO.
Fill in your program’s courses and identify where each SLO is introduced, developed, and assessed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>SLO1</th>
<th>SLO2</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIGENRL 350/550</td>
<td>Intro to ESL/BE</td>
<td>3</td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>CIGENRL 310/510</td>
<td>Survey Ed. Ling.</td>
<td>3</td>
<td>I</td>
<td>I**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIGENRL 354</td>
<td>Crit. Perspec. Biling.</td>
<td>3</td>
<td>D</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIGENRL 320</td>
<td>Second Lang. Acquis.</td>
<td>3</td>
<td>D</td>
<td></td>
<td>D</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>CIGENRL 330</td>
<td>Pedagog. Gram. ELs</td>
<td>3</td>
<td>A</td>
<td>D</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIGENRL 403</td>
<td>ESL Methods &amp; Curr.</td>
<td>4</td>
<td>A</td>
<td>I</td>
<td>I</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>CIGENRL 405</td>
<td>Assess. in ESL/BE</td>
<td>3</td>
<td>D</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIFLD 406/408</td>
<td>ESL Field Study</td>
<td>2</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>PD requirement</td>
<td>1-day conference related to bilingual learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>CIGENRL 455</td>
<td>Tchg. Content in BL</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>CHICANO Studies course</td>
<td>non-dept.</td>
<td>3</td>
<td></td>
<td></td>
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I=SLO is introduced  
D=SLO is practiced, developed  
A=SLO is assessed for program assessment purposes

*NOTE: At Assessment Institute meetings, the focus was on curricular mapping of SLOs for the undergraduate ESL licensure program.  
** Two letters indicate two assessment tools (signature assignments) in the course.

SLOs (SLOs are abbreviated. See previous pages for complete SLOs.)  
SLO 1: Knowledge about Language  
SLO 2: ELLs in the Sociocultural Context  
SLO 3: Planning and Implementing Instruction  
SLO 4: Assessment and Evaluation  
SLO 5: Professionalism and Leadership

Teaching English as a Second Language and Bilingual-Bicultural Education
Licensure Program

Mission Statement Revised April 7, 2020

The mission of the licensure programs in Teaching English as a Second Language and Bilingual/Bicultural Education is to prepare linguistically and culturally sustaining educators who integrate the teaching of academic content and language through the encouragement of intercultural understanding in communities inside and outside of the school.

Student Learning Outcomes

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

SLO 1: Knowledge about Language. Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

SLO 2: ELLs in the Sociocultural Context. Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories.

SLO 3: Planning and Implementing Instruction. Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.

SLO 4: Assessment and Evaluation. Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning.

SLO 5: Professionalism and Leadership. Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

c. Describe your program’s processes for collecting data on student learning, for discussing the data, and for making decisions and program changes based on assessment data. Use the questions below to prompt your thinking. You may not have answers to all of them at this point. Feel free to add other information that is relevant for your program.

Assessment tools and data collection:

● Who is responsible for leading efforts to develop embedded assignments, identifying or developing tests, and identifying or developing rubrics?
  Melanie Schneider coordinates the ESL/BE program, but all faculty in the program are responsible for creating signature assignments, developing rubrics, and other forms of data collection in their respective courses.

● Who participates in these activities?
  All ESL/BE faculty

● Who is responsible for actually collecting data on SLOs?
  All ESL/BE faculty; it depends on the SLO. Schneider collects data on the ESL Field Study Evaluation form, which other university supervisors send to her. She also collects data on meeting the PD requirement for ESL/BE program students.

● How are the data collated (e.g., across sections, courses), and where are they stored?
  ESL Field Study Evaluation scores – on an Excel spreadsheet
  PD requirements for ESL/BE minors – on a Google Drive sheet
  No data is collected when the SLOs introduced or developed/practiced in courses. NOTE: These SLOs (from TESOL’s 6 Principles) were included in this draft document very recently—in Summer 2019. They have not yet been approved by the ESL/BE faculty.

● Who is responsible for tracking the assessment plan to ensure data are collected?
  Melanie Schneider, ESL/BE Coordinator, with the help of ESL/BE faculty.

Data analysis and interpretation

● Who scores student work for SLO assessment? Who analyzes the data on SLOs?
  For embedded assignments in courses, individual ESL/BE faculty evaluate student work in their courses. Cooperating teachers complete the Evaluation of ESL Field Study form.

● Who is responsible for summarizing results?
  Because these SLOs were drafted in Summer 2019 and are not yet approved by ESL/BE faculty, we have not discussed who will summarize results of SLOs. We need to think carefully about whether this is possible for ESL/BE faculty. Not all SLOs are “scored.”

● Who is responsible for writing any required assessment reports (annual or for Audit & Review)?
  Susan Huss Lederman and Melanie Schneider have done this in the past, with help from other ESL/BE faculty (for Audit and Review and for CRP report).

● Who is responsible for presenting data/results to the program and/or to other stakeholders?
  Melanie Schneider and Susan Huss Lederman have done this in the past.

Discussion and use of data

● Who leads discussions of the data and results, and who participates in these discussions? How often do such discussions take place?
  Together as ESL/BE faculty, we analyze results from the ESL Field Study Evaluation form and discuss program assessment data twice a year, usually in October and in April or May.

● How are decisions made about use of data (e.g., for within-class/course changes; for curricular changes)?
Needed course changes/embedded assignment changes in courses are discussed at monthly ESL/BE meetings, which include the two data analysis meetings.

- With whom are data, results, and data-based decisions shared? How often?
  
The results and data-based decisions are discussed and shared with ESL/BE faculty, the department chair (Dr. Minikel-Lacocque), the department (at dept. meetings), and/or with the Interim Associate Dean (Dr. Lana Collet-Klingenberg) on a needs basis. In addition, ESL/BE faculty have set aside two ESL/BE committee meetings a year to discuss issues related to assessment.

d. **Evaluate your program’s assessment plan.** Answer at least yes/no for each question, but feel free to elaborate for any/all.

- Is your program’s assessment plan comprehensive and complete? Does it include an opportunity to collect data of some sort on every SLO at some point, across a period of a few years?
  
  Yes, the assessment plan has been discussed and approved by ESL/BE faculty. This draft includes the collection of some sort of data for every SLO. We value the input of our peers and the leadership of the Assessment Institute. An important consideration for us, since there is only one full-time faculty member in the ESL/BE program (a licensable minor) and 4 part-time faculty, is time. The assessment plan has to be realistic in terms of time management. Because ESL/BE faculty all wear multiple hats, we have striven to choose assessment tools (e.g. signature assignments and rubrics, which come out of the courses in the program itself.

- Does your program’s assessment plan include multiple measures?
  
  Yes, it includes multiple measures, including the ESL Field Study Evaluation form (a rating scale), rubrics used for key course assignments, teaching observations, and for the PD requirement, the conference attended and completion of the report that is documented on a spreadsheet. It’s important to understand that not all SLOs are “scored.” For example, course discussions on topics related to SLOs and teacher observation reports are qualitative measures, not quantitative.

- Does your program’s assessment plan include both direct and indirect measures?
  
  Yes.

- Does your program’s assessment plan include systematic opportunities to (briefly describe each, if not described in item (c) above):

  - Review and discuss the data/results?
    
    Yes, see (c) above.

  - Consider possible changes based on the data?
    
    Most definitely. Since this plan is a revised draft, we still anticipate some changes based on input from ESL/BE faculty and others, including those at the Assessment Institute.

  - Share the data, results, and changes with relevant constituencies?
    
    Yes, see (c) above.

e. **Evaluate your program’s progress in implementing the assessment plan.** If you don’t know exact numbers, give your best guess.

  - How many SLOs have you collected data on so far?
    
    We are collecting data on the ESL Field Study Evaluation form (SLOs 2, 3, 4, 5) and documentation of the PD requirement (SLO 5). We are in the process of collecting data based on other assessment tools on other parts of all 5 SLOs.

  - Over the past 5 years, about how many program faculty/staff have been involved in some way with program assessment?
Six (Jenna Cushing-Leubner, Susan Huss Lederman, Julie Minikel-Lacocque [now Department Chair, so her role is reduced], Olesya Ostapenko, Melanie Schneider, Wallace Sherlock [retired]), but as of 2018-19, primarily four faculty (Cushing-Leubner, Huss-Lederman, Ostapenko, and Schneider).

○ Over the past 5 years, about how many times has the program discussed assessment data--not plans to collect it, but actual data?

As an estimate, at least 10 times, most often related to the Audit and Review and/or to the CRP report required by the DPI. In the last 2 years, we have begun to discuss student trends on the ESL Field Study Evaluation form (Evaluation of DPI Competencies for the ESL/Bilingual Education Minor).

○ Has your program developed assessment tools to address specific SLOs? If so, what stage of development are you in (development, review, pilot testing, initial use, repeated use)?

Yes, we developed the ESL Field Study Evaluation form in Fall 2012 and piloted it for a year. Since then we have used the ESL Field Study Evaluation form repeatedly with minor revisions (the repeated use/review stage for this evaluation form). For other assessment tools, we are in the review/pilot testing/initial uses stages. We will likely review the ESL Field Study Evaluation form to determine if it still serves our assessment purposes with the inclusion of our new SLOs (TESOL PK-12 Initial Standards for Teacher Preparation).

○ What impact has assessment had on your program thus far? “Impact” is broadly defined and might include data-based changes to courses or curriculum, but also increased faculty/staff awareness of skills to address greater intentionality in instruction, assignments, etc.

Program assessment has impacted our department in several ways. In the past two years, growing enrollment has made us aware of the need to schedule additional courses for a growing ESL/BE program and to schedule them carefully so that conflicts with other required courses in a student’s major are minimal. It has made us aware of changes in demographics, which have prompted the development of the ESL/BE cohort programs to respond to the professional needs of practicing teachers and other post-bacc students seeking additional licensure in ESL and/or Bilingual-Bicultural Education. Now with the “new” PI34 rules for teacher education in place, there is no longer a requirement to have a teaching minor, so that has resulted in fewer undergraduate students electing an ESL/BE minor (as of Fall 2019). As a result, our efforts are directed to working with Elementary/Middle Education faculty to establish a dual-licensure program in Elem./Mid. Ed. and ESL/BE and also with Secondary Education faculty to encourage more majors to enroll in ESL/BE. It has also pushed us to re-think our relationship with the World Language program and how ESL/BE may fit under a broader umbrella as Multilingual Education, with Bilingual Education, ESL, and World Language licensure programs.

e. Provide a brief summary of data highlights from your program’s assessment of student learning.

What are the two to four most important and/or most interesting things you have learned from your assessment activities thus far?

[Please add your thoughts here.]

1. One important result of participating in the Assessment Institute this year (2019-20) has been the push to evaluate and recognize the somewhat informal and incomplete assessment process that has been in place for the ESL/BE minor.

2. Secondly, the Assessment Institute has given us tools for re-thinking and developing a more systematic framework for evaluating the ESL/BE licensure program.

3. Thirdly, the principle “keep it simple” has been a useful reminder not to over-complicate the assessment process for the ESL/BE licensure program.

4. Fourthly, identifying signature assignments in our courses and elsewhere has been illuminating in identifying where in our program SLOs are introduced, practiced/developed and assessed.
f. What is an assessment problem your program is facing? Be as specific as you can.
We have two major challenges: Lack of time (which is partially a result of the limited number of faculty in the program) and the need to gain DPI approval for ESL/BE licensure programs so that they comply with the new PI 34 rules for teacher education. With the new PI 34 teacher education rules in place, we need to re-think ESL as an initial K-12 licensure program and consider how ESL fits with Bilingual-Bicultural Education as a supplemental licensure program (LP), which is added on to another LP. ESL needs to be approved as an initial LP by DPI. We also need to decide whether ESL/BE will remain a teaching minor, become a major, or a dual-licensure program, combining with, for example, Elementary/Middle Education + ESL/BE, Secondary Education (in a content area) + ESL/BE, or Special Education + ESL/BE. The Elementary/Middle Education faculty have recently decided that dual licensure with ESL/BE will be a licensure option for its students. We don’t yet know how a dual licensure program will affect the timeline for program completion (graduation) and the number of courses in the ESL/BE that will be offered.

g. List one to two specific assessment goals your team would like to accomplish by May 2020.
1. To have a UW-W approved assessment plan for the ESL/BE program in place, which will prepare us for the upcoming Audit and Review of our program in 2020-21.
2. To have an outline or clear pathway for gaining DPI approval for the ESL/BE program.
3. To establish some initial goals with Elementary/Middle faculty in our department for making dual licensure in Elem./Mid. Education and ESL/BE a reality.

h. List specific questions you would like the Institute to address.
1. What is the most efficient yet valid way to gain approval of our assessment plan for ESL/BE?
2. Should we continue to use the ESL Field Study form (Evaluation of DPI Competencies for the ESL/Bilingual Education minor) or should we revise our evaluation form so that it reflects the 5 new SLOs of our program?
3. [Please add your questions.]
4.
Appendix C

List of Assessment Tools for Program Student Learning Outcomes (SLOs)

1. **Knowledge about Language**
   - **CIGENRL 310**: Exam on core areas of linguistics: phonology, morphology, syntax, and semantics
   - **CIGENRL 310**: Discourse communities: Students map the discourse communities they belong to and explain how social context influences their communicate with others.
   - **CIGENRL 320**: Autobiography and SLA theory analysis of language learning and use (digital story)
   - **CIGENRL 320**: Autobiography and SLA theory analysis of language learning and use (digital story)
   - **CIGENRL 330**: Midterm exam that assesses comprehension of foundational grammatical concepts
   - **CIGENRL 403**: Vocabulary lesson plan

2. **ELLS in the Sociocultural Context**
   - **CIGENRL 350**: Know your learners tool (including home language and literacy practices)
   - **CIGENRL 350**: School climate analysis (school site visit)
   - **CIGENRL 354**: Student interview and analysis
   - **CIGENRL 354**: Analyses of case studies of students’ classrooms and reflections on immigration policies and schooling
   - **CIGENRL 330**: Bilingual Book assignment that incorporates a grammar structure in the home language and English in a pattern book
   - **CIFLD 406/408**: ESL Field Study Evaluation form

3. **Planning and Implementing Instruction**
   - **CIGENRL 330**: Lesson plan focused on teaching grammar to develop metalinguistic awareness
   - **CIGENRL 403**: Vocabulary lesson plan
   - **CIGENRL 403**: Unit plan (5-6 lessons)
   - **CIGENRL 405**: Differentiated lesson plans
   - **CIFLD 406/408**: Formal lesson plan
   - **CIFLD 406/408**: Observation report in ESL Pre-Student Teaching

4. **Assessment and Evaluation**
   - **CIGENRL 320**: Teacher observation/interview (e.g. corrective feedback)
   - **CIGENRL 403**: Students introduced to formative and summative assessment (unit plan)
   - **CIGENRL 405**: Review of a standardized test (from perspective of ELs)
   - **CIFLD 406/408**: ESL Field Study Evaluation form

5. **Professionalism and Leaders**
   - **CIGENRL 350**: Personal/collective actions for change reflection
   - **CIGENRL 350**: Risk assessment and response plan (ICE Dilemma assignment)
   - **CIGENRL 354**: Analysis of case studies of bilingual learners’ schooling
   - **CIGENRL 403**: Field experience reflection
   - **CIFLD 406/408**: Post-observation reflection
   - **Professional development non-course requirement**: ESL/BE candidates attend a 1-day conference related to bilingual learners and write a summary with a reflection on their experience

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*D=SLO is practiced, developed
*A=SLO is assessed for program assessment purposes