Key Endorsement Assessment #2: Case Study

Teaching English to Speakers of Other Languages (TESOL) Endorsement: EDUC 637

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program:

Key Endorsement Assessment #2, Case Study, is designed to assess the content knowledge of candidates enrolled in the Teaching English to Speakers of Other Languages (TESOL) Endorsement program. The assessment calls for a candidate to conduct a Case Study of one child during which the candidate develops a plan for enhancing the English language learning of the child based on data from diagnostic, formative, and summative assessments. Administered in EDUC 637: Assessment and Policies for TESOL, the Case Study is submitted to and then, using the Scoring Guide for the assessment, rated by the course instructor.

To exit the endorsement program at Gateway 3, a candidate must complete Key Endorsement Assessments #2 - #6 (Case Study, Ability to Plan Lessons, TESOL Practicum, Effect on Student Learning, and Application of Philosophy of Teaching - Family Project and Professional Development Plan) with at least 80% of the standards and 80% of the performance indicators of the Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (2009) across the five assessments rated at meets performance indicator/standard and no performance indicator/standard rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (2009)

The following matrix identifies those TESOL standards and performance indicators that are aligned with this Case Study assessment.

<table>
<thead>
<tr>
<th>Standard 1.b: Language Acquisition and Development</th>
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<tbody>
<tr>
<td>Performance Indicator 1.b.4: Understand and apply knowledge of socio-cultural, psychological, and political variables to facilitate the process of learning English.</td>
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<tr>
<td>Performance Indicator 1.b.5: Understand and apply knowledge of the role of individual learner variables in the process of learning English.</td>
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<th>Standard 2. Culture as It Affects English Language Learning</th>
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<tbody>
<tr>
<td>Performance Indicator 2.a: Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.</td>
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<tr>
<td>Performance Indicator 2.b: Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
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<tr>
<td>Performance Indicator 2.e: Understand and apply concepts about the interrelationship between language and culture.</td>
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<tr>
<td>Performance Indicator 2.g: Understand and apply concepts of cultural competency, particularly knowledge about how an individual’s cultural identity affects his/her learning and academic progress and how levels of cultural identity will vary widely among students.</td>
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3. **Assessment Instrument**

   **Case Study Guidelines**

   *As you complete the following, refer to the scoring guide for Key Endorsement Assessment #2 to ensure that you include all expectations for this assessment.*

   **Purpose of Assessment:** to assess your content knowledge regarding (1) Language Acquisition and Development, (2) Culture as It Affects English Language Learning, (3) Issues of Assessment for English Language Learner, (4) Language Proficiency Assessment, and (5) Classroom-Based Assessment for ESL.

   **Directions:**

   1. Select one of your ELL students with whom to carry out your Case Study.

   2. As you get to know your Case Study student’s background, identify and describe:

      (a) the role that the individual learner variables of your Case Study student may have in the process of his/her learning English [1.b.5]

      (b) the cultural values and beliefs that you believe will play a role in the context of teaching your Case Study student and his/her learning [2.a],

      (c) any effects of racism, stereotyping, and discrimination that you believe will play a role in the context of teaching your Case Study student and his/her learning [2.b],

      (d) the social-cultural, psychological, and political variables that you believe would help your Case Study student in his/her process of learning English [1.b.4],
(e) the interrelationships between language and culture for your Case Study student [2.e], and

(f) how your Case Study student’s cultural identity may affect his/her learning and academic progress and how his/her cultural identity might be different than that of other students whose target language is other than English [2.g].

(g) your ELL’s language differences, giftedness, and special education needs [4.a.5].

3. Administer one norm-referenced diagnostic test, one criterion-referenced diagnostic test, and one informal diagnostic assessment to evaluate your student’s general and content area English proficiency.

Upon the selection of these assessments:

(a) explain the purposes of each assessment [4.a.1 and 4.a.2],

(b) explain WHY each assessment would be considered to be a “good” assessment instrument [4.a.3],

(c) explain the advantages and the limitations of each assessment and describe how you might address any limitations [4.a.4], and

(d) explain the advantages and the limitations of using a variety of assessments [4.a.2].

4. Interpret the assessment data [4.b.2 and 4.c.2].

5. Based on the interpretation of the assessment data, generate a set of instructional decisions (goals, curriculum, and strategies) to promote age-grade appropriate learning for your Case Study student [4.a.1, 4.b.2, and 4.c.2].

6. Share the assessment results, interpretations, and instructional decisions with the Case Study student and/or parent to assist the student in making decisions about his/her own learning and then summarize the conference(s) with the respective parties [4.a.1, 4.b.2, and 4.c.2].

7. Share the assessment results, interpretations, and instructional decisions with your mentor/professor.

8. Reflect on how you assisted/empowered your Case Study student to use the assessment results to make decisions about his/her own learning and create a plan for assisting students in reaching the goals identified in Step 5 above.

**Submission of Case Study:** Submit your completed Case Study in hard-copy format or electronically to your EDUC 637 course instructor no later than the last session of the course.