Key Endorsement Assessment #5: Effect on Student Learning

Teaching English to Speakers of Other Languages (TESOL) Endorsement: EDUC 639

Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

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

The Effect on Student Learning assignment serves as an assessment of a candidate’s ability to impact student learning as a result of planning and teaching sequences of lessons. Pre- and post-assessments serve as the means for determining the degree of impact. The assessment also assesses a candidate’s skills in describing and documenting individual and small- or whole-group student progress. The candidate is charged with carrying out the work of this assignment during the TESOL Practicum (EDUC 638) and to then include documentation of the work as a component of the Professional Portfolio at the conclusion of the Practicum. The Portfolio is a requirement for the Practicum Seminar (EDUC 639).

This Key Endorsement Assessment #5 is accompanied by Key Program Assessment #8. Both focus on the Effect of Student Learning. One portfolio product is developed for these two assessments, using the directions noted below. The one product is then assessed using the corresponding scoring guides. The Key Endorsement Assessment is aligned with the standards of the respective specialized professional association (SPA) while the Key Program Assessment is aligned with candidate proficiencies of the conceptual framework.

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.

1. 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 Effect on Student Learning assessment.

<table>
<thead>
<tr>
<th>Standard 1.b: Language Acquisition and Development</th>
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<tbody>
<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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<tr>
<th>Standard 3.a: Planning for Standards-Based ESL and Content Instruction</th>
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<tr>
<td>Performance Indicator 3.a.1: Plan standards-based ESL and content instruction.</td>
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<tr>
<td>Performance Indicator 3.a.3: Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge.</td>
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Performance Indicator 3.a.5: Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives.

Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction
Performance Indicator 3.b.1: Organize learning around standards-based subject matter and language learning objectives.

Standard 3.c: Using Resources and Technology Effectively in ESL and Content Instruction
Performance Indicator 3.c.1: Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
Performance Indicator 3.c.2: Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1.

Standard 4.a: Issues of Assessment for English Language Learners
Performance Indicator 4.a.1: Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.
Performance Indicator 4.a.2: Knowledgeable about and able to use a variety of assessment procedures for ELLs.

Standard 4.b: Language Proficiency Assessment
Performance Indicator 4.b.3: Assess ELLs’ language skills and communicative competence using multiple sources of information.

Standard 4.c: Classroom-Based Assessment for ESL
Performance Indicator 4.c.1: Use performance-based assessment tools and tasks that measure ELLs’ progress.
Performance Indicator 4.c.5: Use a variety of rubrics to assess ELLs’ language development in classroom settings.

3. Assessment Instrument

Professional Portfolio
Effect on Student Learning Assignment Guidelines

As you complete the following, refer to the scoring guide for Key Endorsement Assessment #5 and the scoring guide for Key Program Assessment #8 to ensure that you include all expectations for this assessment.

Purpose of the Assignment: To provide a structured experience in which you document the impact of your teaching on ELLs.

Directions:

A. Select a group of ELLs for which you will document the impact of your teaching. For candidates with multiple classes of ELLs, you may select one class of students (the entire class, not just a small group from it). For candidates with like students across content areas, you may select one of the content areas for which you provide instruction to this group of students. For candidates who only work with small groups of ELLs, the minimum size of the group needs to be five, unless otherwise approved by your seminar instructor.
B. Complete the "class" environmental form for this group, describing in narrative format the individual learner variables of your students.

C. Determine a sequence of differentiated learning experiences based on performance-based assessments of students' English and L1 proficiencies, including language skills and communicative competence; learning preferences; and prior formal educational experiences and knowledge for which you will develop ESL and standards-based content instructional objectives, establish expected levels of performance on those objectives, and document student progress. The sequence of instruction needs to be of sufficient length to be able to:

1) conduct one or more differentiated ESL and standards-based content performance-based pre-assessments, including a variety of rubrics to assess ELL language development, to determine students' current levels of knowledge and/or skills,

2) develop and provide differentiated standards-based instruction, including scaffolding, to build on the students' current levels of knowledge and/or skills,

3) conduct one or more differentiated ESL and standards-based content performance-based post-assessments, including a variety of rubrics to assess ELL language development, to see if instructional objectives were met at the expected level,

4) provide additional differentiated standards-based instruction, including scaffolding, to those who have not met the expected level(s) of performance, and

5) conduct a second differentiated ESL and standards-based content performance-based post-assessment, including a variety of rubrics to assess ELL language development, for students who received additional instruction.

D. Determine on which standards-based content objectives you will develop the pre-assessment. The pre-assessment, which needs to include a variety of assessment procedures, should be such that you can ANALYZE the work that the students complete on it. It should permit error pattern analysis. Develop the pre-assessment and have it approved by your mentor before administering it to students.

E. Administer the pre-assessment and develop a chart of current levels of student performance. Also develop a 1/2-1 page narrative that indicates how what you learned from the pre-assessment will be used to develop the lesson plans for your differentiated standards-based instruction.

F. Develop differentiated lesson plans for your differentiated standards-based instruction, making sure to include ESL, curricular, and instructional strategies effective with ELLs. Use culturally responsive, age-appropriate, and linguistically accessible materials and resources appropriate to students' developing language, L1, and content-area abilities. Have your plans approved by your mentor.

G. Teach the lessons as planned, making changes as student needs develop.
H. After you have taught the particular objectives on which you are collecting data, administer the post-assessment, which should 1) parallel the pre-test and 2) measure what you have just taught.

I. Analyze post-assessment results with respect to the entire group, sub-groups, and individual students. Chart your findings. Develop a narrative that interprets your findings and, unless all students have met the initially expected level(s) of performance, develop a plan to re-teach/intervene so that those students who have not met the expected level(s) of performance have the opportunity to do so.

K. Re-teach and/or provide intervention for those who did not initially meet the expected level of performance. Again, chart your findings. Then develop a narrative that discusses the progress made or lack thereof and what next steps you might take.

L. Develop a graph (type up to you) to display student scores and student progress over time. Be sure to label all components of the graph.

**NOTE: Upon completion of this assignment, it will be evaluated holistically, using the Scoring Guide for the assessment; that is, the assignment will NOT be evaluated piece by piece, but rather how the pieces fit together as a whole and how the whole then meets the expectations called for in the Scoring Guide.**