TESOL/NCATE
STANDARDS FOR P–12 ESL TEACHER EDUCATION PROGRAMS

September 14, 2012
Teachers of English to Speakers of Other Languages
Introduction & TESOL Events

• Diane Staehr Fenner, TESOL/NCATE Program Coordinator
• March 2012
  • Publication of book on application of TESOL’s standards for NCATE/CAEP purposes
• October 2012 (Date TBD)
  • Interactive webinar
• March 20, 2013
  • Full-day training session in Dallas, TX
  • 1 day prior to beginning of TESOL convention
This book provides guidelines, examples, and strategies in applying the TESOL P–12 Professional Teaching Standards for

- the creation of new or revised ESL teacher education programs
- national recognition through the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP)
- professional development of in-service ESL teachers as well as content area teachers who work with ELLs.

Additionally, case studies are provided to show how the Standards have been applied outside the United States in some international settings.
Presentation Outcomes

• Increase knowledge of the TESOL Standards and components of the NCATE Program Report
• Identify and discuss examples of portions of key assessments
Update on the Revision of the TESOL/NCATE P-12 ESL Teacher Education Standards

• Revised standards adopted in October 2009
• Beginning with the Fall 2011 cycle, all institutions must use the revised standards
Key Features of TESOL P-12 ESL Teacher Education Program Standards

• Emphasis on performance-based assessment of candidates
• Candidate performance viewed based on impact on student learning
• No coursework or credit hour mandates
• Program approval is contingent on assessments presented by programs showing candidates’ skills, knowledge and dispositions
TESOL’s 5 Domains

1. **Foundations**
   - Language as a system
   - Language acquisition and development

2. **Language**
   - ESL research and history
   - Professional development, partnerships, and advocacy

3. **Culture**
   - Culture as it affects student learning

4. **Professionalism**
   - ESL research and history
   - Professional development, partnerships, and advocacy

5. **Assessment**
   - Issues of assessment for ELLs
   - Language proficiency assessment
   - Classroom-based assessment for ESL

6. **Applications**
   - Planning for standards-based ESL and content instruction
   - Implementing and managing standards-based ESL and content instruction
   - Using resources and technology effectively in ESL and content instruction
Domain 1: Language

• **Standard 1.a. 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.

• **Standard 1.b. 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.
Domain 2: Culture

- **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.
Domain 3: Instruction

• **Standard 3.a. 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.
Domain 3: Instruction

• **Standard 3.b. 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.
Domain 3: Instruction

• *Standard 3.c. 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.
Domain 4: Assessment

• **Standard 4.a. 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.
Domain 4: Assessment

• **Standard 4.b. 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.

• **Standard 4.c. 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.
Domain 5: Professionalism

• *Standard 5.a. 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.
Domain 5: Professionalism

• **Standard 5.b. 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.
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.
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.

Supporting Explanation

Candidates recognize that language and culture interact in the formation of students’ cultural identities. Candidates further recognize that students’ identities are tied closely to their’ sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn more readily when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. Candidates further understand that students’ academic achievement can suffer if classroom instruction does not respect students’ cultural identities.
Rubric for Standard 2

**Culture as it Affects English Language Learning**

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*. Performance indicators provide examples of candidate performance, and are not intended to be prescriptive.

<p>| 2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning. | • Candidates are aware that racism and discrimination have effects on teaching and learning. | • Candidates consistently use an anti-bias curriculum and materials that promote an inclusive classroom climate, enhancing students’ skills and knowledge to interact with each other. | • Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate that purposefully addresses bias, stereotyping and oppression. |</p>
<table>
<thead>
<tr>
<th>Suggested Performance Indicators</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
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**Culture as it Affects English Language Learning**

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**Meets Standard**
### Rubric for Standard 2

**Culture as it Affects English Language Learning**

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<th>Suggested Performance Indicators</th>
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<th>Meets Standard</th>
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<td><strong>2.b.</strong> Understand and apply knowledge about the effects of racism,</td>
<td>• Candidates are aware that racism and discrimination have effects on teaching and</td>
<td>• Candidates consistently use an anti-bias curriculum and materials that promote</td>
<td>• Candidates design and deliver instruction that includes anti-bias materials and</td>
</tr>
<tr>
<td>stereotyping, and discrimination to teaching and learning.</td>
<td>learning.</td>
<td>an inclusive classroom climate, enhancing students’ skills and knowledge to</td>
<td>develop a classroom climate that purposefully addresses bias, stereotyping and</td>
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<tr>
<td></td>
<td></td>
<td>interact with each other.</td>
<td>oppression.</td>
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</table>

**Exceeds Standard**
Resources for Domain 2


Supporting Literature
Gearing up to Prepare a Report for TESOL/NCATE Recognition
Who Should Prepare a Program Report?

• Graduate and/or undergraduate initial teacher
  • Certification
  • Credentialing
  • Endorsement programs
Who Should **Not** Prepare a Program Report?

- Programs **only** offering advanced post-certification TESOL programs
Endorsements

• Should be a program and
• Should meet these criteria:
  • Enough credits
  • Leads to first licensure in ESL (even if teachers are already licensed in another area)
  • Can pull out the 6-8 key assessments (e.g., clinical practice or an assessment on student learning)
New Programs & Programs in Revision

- **New Programs (no completers)**
  - A unit can voluntarily submit a program report for a new program anytime between on-site visits if the program has been approved by the state. It must submit a program report for the new program as part of its scheduled program review cycle whether or not candidates have graduated from the program.

- **Programs in Substantial Revision**
  - If a program is undergoing a major program redesign, it may request a delay of its submission of the program report. The delay request must be submitted to NCATE with a detailed explanation of the redesign and its timeline.
Dormant and Low Enrollment Programs

• **Dormant Programs**
  • If no candidates are in the pipeline and no one has graduated from the program in the past three years, a program report is not required. When the dormant program is reactivated by admitting candidates, a program report may be voluntarily submitted at that time.

• **Low-Enrollment Programs**
  • As we transition to becoming CAEP, NCATE will accept requests for deferral of program review for low-enrollment programs, defined as programs with ≤ 5 completers in the last three years (in total). It is anticipated that the new CAEP option, Program Review with Feedback, may meet the needs of program review for low-enrollment programs in the future.
To Receive National Recognition

TESOL Programs must:

• Address all 11 standards, and
• Meet at least 10 of them

In addition, programs must also meet a minimum of 2 standards in each of the 5 Domains (except for Domain 2: Culture).
What to Do/What Not to Do

• Include what is useful to the reviewers-reference in body of report
• Make sure contextual info is consistent with the rest of the report
• Take advantage of the five pages allowed for the Program of Study
• Do not include more than is asked for
• Do not include hyperlinks
Performance Indicators

- Performance Indicators are intended to guide, not specify, the way institutions may describe and demonstrate what candidates know and are able to do.

- Programs do not need to address all of the Performance Indicators listed under a particular standard.
Suggestions for Beginning

• Familiarize faculty and administrators with the TESOL P-12 ESL Teacher Education Standards
• Identify 6-8 key assessments all candidates are required to complete
• Start a self-study at least two years prior to submission date of program materials
• Develop a system for collecting and aggregating ongoing candidate performance data on these key assessments
Self-Reflection Questions When Choosing Assessments

• Do the assessments you’ve listed in Section II cover all standards? Is the alignment specific enough to provide solid evidence?
• Is evidence for some standards weaker than it is for others?
• Do you need to use all 8 assessment “slots” to cover all standards sufficiently?
Section IV: Assessments and Findings

This is the heart of your program report

Section IV includes, for each of your 6-8 assessments:

• Description of assessment
• Assessment alignment to TESOL standard(s)
• Assessment instrument
• Scoring guide
• Data table(s)
• Findings
Section V

• Focus your discussion on the assessments and their findings
• Describe a systematic approach to data review toward program improvement
• Discuss plans or action taken to address downward trends or poor candidate performance
When Using Unit-Wide Assessments

• Unit-wide assessments can be used as key program assessments, but must demonstrate alignment with specific TESOL standards

• Two effective strategies to show correlation with TESOL Standards:
  • TESOL-specific addendum
  • TESOL-specific rubrics
More Information on Assessments

• It is critical to document alignment between assessments, scoring guides and SPA standards
• All parts of the assessment address the concepts included in the specific SPA standard (not individual Performance Indicators), at the same level of rigor and complexity
• These standards can be seen in the elements of the rubric/scoring guide
• The data are broken down by the elements in the rubric/scoring guide
THE REQUIRED ASSESSMENTS FOR TESOL REPORTS (Option A)
## NCATE Assessments & Allowed TESOL Standards

<table>
<thead>
<tr>
<th>Assessment</th>
<th>1a</th>
<th>1b</th>
<th>2</th>
<th>3a</th>
<th>3b</th>
<th>3c</th>
<th>4a</th>
<th>4b</th>
<th>4c</th>
<th>5a</th>
<th>5b</th>
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<tbody>
<tr>
<td>1: State Licen. Test or Content</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>2: Content Kn.</td>
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<td>x</td>
<td>no</td>
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<td>3: Ped &amp; Prof Know, Skills &amp;</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Disp.</td>
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<td>4 Clinical Prac.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td>5 Impact on S Learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>no</td>
</tr>
<tr>
<td>6 Phil. of Tchg ELLs</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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</tbody>
</table>
Required Assessment 1: Content Knowledge

- Data from licensure tests or professional examinations of content knowledge in ESL
  - A requirement **only** if the state requires licensure tests
  - 80% of program completers must pass a content field (TESOL) licensure exam, if required by the state
  - Can address all TESOL standards (where applicable)
  - If **not required**, data from another assessment that documents candidate attainment of content knowledge in ESL must be presented (see Assessment 2 examples)
Required Assessment 1: Licensure Data

- Provide subscores if possible
- Although the assessment “instrument” is not required, providing alignment information is useful
- In “findings,” describe state requirements for licensure tests, as well as the numbers in your data sets
Required Assessment 2: Content Knowledge

Assessment of content knowledge in English as a Second Language

All TESOL standards except 5b can be addressed here
Examples for Required Assessment 2: Content Knowledge

- Grades (although this can be tricky)
- Comprehensive exam
- Content-based portfolio assessment
- Case studies; action research
Speaking of grades:

• Grades in required courses are usually acceptable for Assessment #2.

• UAB/SASB Task Force recommends:
  • All SPAs will accept grades
  • All will accept the same kind of documentation
  • No program is required or even expected to use grades, but if they do so they must prepare the following documentation
When using grades

- For all courses to be included in this ‘assessment’
  - Provide a chart that shows alignment between standard and course (either by title or brief course description)
  - Provide average course grades (and range), by course
  - Show percentage of candidates who meet faculty-chosen benchmark
  - Provide rubric used to determine grades, and/or a description of what grades mean
Transcript Analysis

• For MAT programs and others in which candidates enter program with their content:
  • Faculty can use transcript analysis process and demonstrate how this process is aligned with SPA standards
Required Assessment 3: Pedagogical & Professional Knowledge, Skills and Dispositions

• Assessment that demonstrates candidates can effectively plan classroom-based instruction

• All TESOL standards except 4a can be addressed here
Examples for Required Assessment

3: Planning instruction

- Unit Plan assignment
- Lesson Plan assignment (not recommended)
Required Assessment 4: Pedagogical & Professional Knowledge, Skills, and Dispositions

- Assessment that demonstrates candidates’ knowledge, skills and dispositions are effectively applied.

- All TESOL standards except 4a can be addressed here
Examples for Required Assessment 4: Assessment of Effective Clinical Practice

- Candidate/internship/practicum evaluation
Required Assessment 5: Effects on Student Learning

- Assessment that demonstrates candidate effects on student learning

- All TESOL standards except 4a and 5b can be addressed here
Examples for Required Assessment 5: Assessment of Candidate Impact on Student Learning

- Candidate work sample or other classroom-based project
- Case Study
Required Assessment 6: Professional Knowledge, Skills and Dispositions

• Assessment that demonstrates candidates have a philosophy of teaching that reflects an understanding of and commitment to the critical issues related to culturally and linguistically diverse students.

• All TESOL standards can be addressed here, especially standards 5a and 5b.
Examples for Required Assessment 6: Professional Knowledge, Skills and Dispositions

- Philosophy of teaching paper
- Reflective journals
Optional Assessments: 7 & 8

Two additional assessments can be used that demonstrate additional candidate proficiency in ESL content knowledge; professional and pedagogical knowledge, skills, and dispositions; and/or P-12 student learning (e.g., something special the program includes that’s not addressed in Assessment #6)
Describing and Presenting Levels of Performance on Assessments

Rubrics/Scoring Guides/Data Tables
Rubrics Defined

A set of rules, guidelines, or benchmarks at different levels of performance

- Numbers/levels are assigned to each level so that the measures can be quantified
- Clear descriptions are given for what the numbers represent
Parts of Rubric Development

• 1. Task or assignment description
  • What the students are supposed to do
• 2. Dimensions of the assignment
  • What knowledge and skills should be included
• 3. A scale of some sort
  • Levels of proficiency, grades
• 4. Description of what is included in each level on the scale

(Stevens & Levi, 2005)
Presenting Assessment Data

• Assessment data need to be summarized
• The analysis of the data needs to clearly show:
  • The basis/criteria for determining which candidates approach, meet, and exceed each of the standards addressed by the assessment and
  • The number and percent of candidates at each level per standard
Data Tables

• Show:
  ▪ What was used for the assessment
  ▪ When the assessment took place
  ▪ Proportion of candidates approaching, meeting, and exceeding* that standard

*The performance levels do not need to be named approach, meet, and exceed. There can be more than 3 performance levels.
Components of A Well-Organized Data Table

Title of Assessment / Group assessed / # in group

<table>
<thead>
<tr>
<th>Assessed Item</th>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Individualize Instruction</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Use of appropriate instructional materials</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- Specify academic year or cohort group, e.g. “2011-2012”; “candidates admitted spring 2009”
- When assessed items are not identified by TESOL standard, include or attach an alignment guide
- Provide data for each scored category, e.g. “A,B,C,D”, “proficient/adequate/inadequate”
Example: Data Table II for Assessment # 3
Methods & Materials Unit Plan, Candidate Score Percentages for Fall 2012

<table>
<thead>
<tr>
<th>Candidate Score Ranges</th>
<th>0–1.5</th>
<th>1.5–2.5</th>
<th>2.5–3.5</th>
<th>3.5–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation to TESOL Standard</td>
<td>Fails to Approach Standard</td>
<td>Approaches Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td># of Candidates Receiving Score</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>% of Candidates Receiving Score</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
Another “Crosswalk” Example: TESOL/NCATE Rubric-University Rubric-Candidate Performance

<table>
<thead>
<tr>
<th>% Correct</th>
<th>NCATE Rubric</th>
<th>Uni. Rubric</th>
<th>Score</th>
<th># of Candidates Scoring</th>
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<tbody>
<tr>
<td>95-100%</td>
<td>Exceeds Standards</td>
<td>Outstanding</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>85-94%</td>
<td>Meets Standard</td>
<td>Proficient</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>75-84%</td>
<td>Approaches Standard</td>
<td>Developing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Below 75%</td>
<td>Does not approach Standard</td>
<td>Unsatisfactory</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
How much data?

Amount of Data Required for Program Reviews

- 2 applications of the assessment for an initial review
Typical Problems Found in Program Reports
Organizational Problems in Reports

- Reports missing required sections or incorrectly prepared
- Reports not logically organized
- Assessments not named correctly
- Programs not following directions for required assessments
- Programs often not taking advantage of Section IV to explain the assessment
Assessment Problems in Reports:

- Generic assessments – sometimes same assessment used more than once
- Grades used as assessments without adequate description of what they measure
- Inappropriate assessments (Praxis I scores, entry GPAs)
- Alignment to SPA standards not given
- No correlation of assessment ↔ scoring guides ↔ data
Scoring Guide Problems in Reports:

• In many cases, the weakest link in the report
• “A=excellent” is not enough; the reviewer must know how the program distinguishes an A from a B.
• “Journal=10 pts” is not enough; the reviewer must know what qualities in a journal would earn 10 pts, 5 pts, 0 pts
Data Problems in Reports:

- Data not broken down into subscores or assessment categories (not “telling the story”)
- Data not disaggregated when appropriate
- Poor data not reflected upon in Section IV or V
- Data difficult to interpret

TESOL sample assessments on NCATE Website
The Bottom Line

A Program Report should answer 3 fundamental questions:

• What is it that the institution’s graduating candidates know and are able to do?

• How well is the institution doing in helping candidates get to where they need to be?

• How can the institution do a better job?
Where can I get additional help regarding TESOL’s Standards for P–12 ESL Teacher Education Program Reports?

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