Improvement Plan: Response To National Recognition Report For

Teachers Of English To Speakers Of Other Languages (TESOL SPA Report)

TESOL SPA Report Revision Committee:

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Table of Contents

Abstract

As a result of the SPA decision on national recognition of the program as not recognized effective February 2018 the English as a Second Language section of our Teacher Preparation Program has established an improvement plan that addresses each of the areas highlighted by the reviewers. This document presents that improvement plan.

Improvement Plan: Response To National Recognition Report For

Teachers Of English To Speakers Of Other Languages (TESOL SPA Report)

In order to address the feedback provided by the reviewers of the TESOL SPA Report we have

developed an Improvement Plan that implements changes and revisions of all the assessments

that did not meet the SPA standards. These revisions are mainly centered on aligning the rubrics

to specific TESOL Standards. As a next step, we need to establish contact with CAEP TESOL

Coordinator, Dr. Anita Bright (abright@tesol.org), to establish what we need to do achieve

recognition once more. This conversation needs to include the TESOL SPA Report Revision

Committee, the Dean of Academic Affairs, and the CAEP Coordinator at UPR Aguadilla.

The following table includes the specific TESOL SPA Standards, the feedback provided

by the reviewers in charge of approving or rejecting our application for national accreditation

and how we plan to address each recommendation within academic year 2018—2019.

Table 1:

TESOL SPA Standard	Report Feedback by TESOL SPA Standard	UPR Aguadilla Action Plan and Timeline
1a 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	The program indicates that evidence for Standard 1a is provided by Assessments 1, 3, 4, and 6. • **Assessment #1** (State Test) was previously deemed as addressing this standard, but the prior review indicated that <mark>additional evidence is required</mark> as Assessment 1 may not serve as the sole evidence. • **Assessment #3** (Lesson Planning), Assessment #4 (Student Teaching Evaluation), and Assessment #6 (School Community Service Project): <mark>All three use candidates' writing performance as criteria for meeting this standard. This is not an adequate measure of</mark>	1. In addition to PCMAS scores, we can provide statistics of graduates currently employed as teachers in Puerto Rico as well as in the US and abroad. This process is already in progress for graduates working in PR and will be expanded to encompass as many as we can reach in other locations as soon as possible. 2. Further evidence can be compiled from individual courses taken as part of the BA program (both elementary and secondary). For example, Phonetics, Grammar, Linguistics, Methodology, and

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to achieve in the content areas.	<mark>candidates meeting this standard.</mark> <mark>**The rubrics do not clearly indicate candidates' knowledge or application related to this standard.**</mark> In each assessment rubric, <u>only one criterion addresses 1a</u>, focusing only on candidates' correct usage of English. Therefore, these assessments do not address the full scope of Standard 1a.	Teaching Writing amongst others. Moreover, as the knowledge acquired in all these courses is implemented in EDPE 4340 and EDPE 4246 we could establish assessments in these courses that go beyond the scope of the current ones.
1b <u>**Language Acquisition and Development.**</u> **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.**	The program indicates that evidence for meeting Standard 1b is provided by Assessments 1 and 4. • **Assessment #1**: See comments provided above for Standard 1a. • **Assessment #4**: This assessment does not provide adequate evidence of meeting this standard. The assessment rubric contains only one criterion that addresses Standard 1b; <mark>it is written in very general terms and is not clearly related to the requirements of this standard. This assessment lacks the specificity required to fully address the scope of this standard.</mark>	3. **Implement Rubric Changes:** a. Rubrics are under revision to show pedagogical content knowledge, skills, and dispositions as well as understanding of phonology, morphology, syntax, pragmatics, semantics, and technology integration. b. The revisions are also taking into consideration the specific standards and will be made to specifically address the requirements of the TESOL standards. We will add missing information and revise writing to better address the specifics of each standard. c. The scoring criteria for some assessments will also be improved to avoid confusion. d. Furthermore, they should also measure the candidates' knowledge and application of different learning theories and methods. e. <mark>See yellow highlighted areas in the rest of the table for each specific rubric to be revised.</mark>
2 <u>**Culture as it Affects Student Learning.**</u> **Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They**	The program indicates that evidence for Standard 2 is provided by Assessments 1, 3, 4, 5, 6, and 7. <mark>Sufficient evidence was not available to determine that this standard had been met.</mark> • **Assessment #1** was previously established as partially meeting this standard. See comments in Standard 1a. • **Assessment #3**: The rubric for this assessment <mark>provides partial evidence</mark> of candidates meeting this standard.	4. **Program Wide Implementation of a Learning Portfolio in Electronic Format:**

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demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.	• **Assessment #4:** The rubric for this assessment as well as the data table provide some evidence of candidates meeting this standard. To provide clear evidence of meeting the standard, the TESOL rubric should only contain criteria related to the TESOL standard. • **Assessment #5:** The rubric for this assessment as well as the data table provide some evidence of candidates meeting this standard. • **Assessment #6:** Section III indicates that this assessment provides evidence of this standard; however, the assessment document does not reflect this. • **Assessment #7:** It is unclear how this instrument is used to evaluate candidates (i.e., how the program gathers data on candidate dispositions -- whether it is done using observation, interview, reflection). This assessment is not aligned with this standard and does not meet it.	a. We aim to capture the scope and relevance of a candidate's learning. b. Each candidate is to include significant class assignments and materials accompanied by reflections that demonstrate critical thinking and analysis of learning processes. c. The e-portfolios are meant to cover all their years of study. However, this semester everyone was tasked only with starting the portfolios and looking back to memorable learning experiences. Only the students admitted in August 2017 have been asked to cover every single year of study. d. This will be an ongoing process for each new candidate that joins our program in the years to come. e. The portfolios are evaluated in several individual classes as well as a whole by the technology coordinator before the candidate graduates. f. The link to its online location is shared with the technology coordinator and with individual professors requesting specific work be placed on the portfolio. It will also be available for review by CAEP visitors next year.
3a. 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	• **Assessment #1:** It was previously noted that the state test combines theory, methods and principles into one category. It is not clear how a multiple choice test can determine candidate mastery of practice. • **Assessment #3:** Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3a). One rubric criterion for assessment 3 specifically addresses this standard, but does not describe candidate	5. **Monitor Effectiveness** a. Align the transition points and dispositions with the e-portfolio to monitor formative assessment of candidates. b. Create an assessment that combines e-portfolios and the revised rubrics to do a final assessment to be completed the

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environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	performance of the distinct elements within the standard and at each level in operational terms (approaches standard, meets standard, exceeds standard). • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3a). Only one rubric criterion for assessment 3 specifically references this standard, but is not aligned with the standard, focusing instead on classroom management. • **Assessment #5** (Teacher Work Sample): The rubric for this assessment provides limited evidence of candidates meeting this standard. The scores on pages 1 and 2 are aligned with assignment criteria rather than to elements of the targeted Standard. • **Assessment #7:** The assessment is not aligned with the standard.	semester of student teaching practice. c. Measure the candidate's use of technology for their own work and for preparing materials for teaching ESL.
3b. 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,	• **Assessment #1**: See comments in 3a. • **Assessment #3**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3b). The rubric for this assessment, as well as, the data table provide limited evidence of candidates meeting this standard. Because the scoring criteria on pages 2 and 3 do not correlate with the numbering system in the rubric on pages 10-14, evidence can only be implied. • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards	

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speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.	(such as 3b). <mark>Two rubric criteria for assessment 3 specifically reference this standard, but are not aligned with the standard, focusing instead on classroom management and candidate communication skills.</mark> • **Assessment #5:** The rubric for this assessment <mark>provides limited evidence</mark> of candidates meeting this standard. <mark>The scores on pages 1 and 2 are aligned with assignment criteria rather than to elements of the targeted Standard.</mark>	
3c. 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.	The program indicates that Standard 3c is met through Assessments 3, 4, and 5. <mark>Although the descriptions of these assessments indicate alignment with this standards, the rubrics do not provide explicit criteria for assessing this standard.</mark> Consequently, <mark>sufficient evidence was not available to determine that this standard had been met</mark>. • **Assessment #3**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3c). <mark>Only one rubric criterion for assessment 3 specifically addresses 3c, and it does so only partially, focusing only on technology.</mark> Without evidence from another assessment, the whole scope of this standard is not covered. • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3c). <mark>In the assessment rubric only one criterion addresses 3c, and does so only partially, focusing only on</mark>	

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	==technology. Without evidence from another assessment, the whole scope of this standard is not covered==. • **Assessment #5**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 3) rather than specific standards (such as 3c). In the assessment rubric only one criterion addresses 3c, and does so only partially, focusing only on technology. ==Without evidence from another assessment, the whole scope of this standard is not covered==.	
4a. 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.	The program indicates that Standard 4a is met through Assessments 1 and 5. • Assessment #1: Please see previous comments regarding Assessment 1. • Assessment #5: In the TESOL/CAEP ==instructions for completing a program report, it specifically states that Standard 4a cannot be met by using Assessment #5==.	
4b. Language Proficiency Assessment. Candidates know and can use a variety of	The program indicates that Standard 4b is met by evidence provided through Assessments 1 and 5.	

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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.	• **Assessment #1**: Please see previous comments regarding Assessment 1. • **Assessment #5**: <mark>Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 4) rather than specific standards (such as 4b)</mark>. Only two criteria in the rubrics explicitly address this standard but are not aligned with the standard. <mark>Many of the criteria are aligned with Domain 3 but do not specify which standard is being assessed in this Domain.</mark>	
4c. 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.	The program indicates that Standard 4c is met by evidence provided by Assessments 3, 4, and 5. • **Assessment #3**: Many rubric criteria are identified as aligning with TESOL/CAEP domains (such as 4) rather than with specific standards (such as 4c). <mark>There is no specified alignment between rubric criteria and 4c</mark>. • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 4) rather than specific standards (such as 4c). Because <mark>evidence is implied rather than substantiated</mark>, this assessment does not provide evidence of candidates meeting this standard. • **Assessment #5**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 4) rather than specific standards (such as 4c). <mark>The one rubric</mark>	

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	<mark>criterion specifically referencing this standard is not aligned with the standard</mark>.	
5a. 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...	The program indicates that Standard 5a is met with evidence provided by Assessments 1, 4, 6, and 7. • **Assessment #1**: Please see previous comments regarding Assessment 1. • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 5) rather than specific standards (such as 5a). <mark>The rubric criteria referencing 5a are solely focused on ethics. Other elements from this standard must be included.</mark> • **Assessment #6**: The rubric for this assessment as well as the data table provide evidence of candidates meeting this standard. • **Assessment #7**: The assessment is <mark>not aligned with this standard.</mark>	
5b. 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.	The program indicates that evidence provided by Assessments 3, 4, 5, and 7 address this standard. • **Assessment #3**: The assessment document <mark>does not reflect the contents of this standard</mark>. • **Assessment #4**: Some of the rubric criteria are aligned with TESOL/CAEP domains (such as 5) rather than specific standards (such as 5b). <mark>The rubric criteria referencing 5b are not aligned with this standard, focusing instead on candidate workplace behavior such as attendance and organization</mark>. • **Assessment #5**: In the TESOL/CAEP instructions for completing a program report specifically state that <mark>Assessment</mark>	

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	==#5 cannot be used to show evidence of meeting Standard 5b==. • **Assessment #7**: The assessment is ==not aligned with this standard==.	

This plan merits further changes and revisions which will be undergone once we establish contact with the CAEP TESOL Coordinator as mentioned above. All action items in the last column may be edited or replaced once we have a better grasp of how to improve our application for national recognition even further.