

College of Saint Mary
Rule 24 Section 3:
Use of Related Data and Information for
Continuous Program Improvement of Endorsement Program

Endorsement Program: English as a Second Language

What did the data indicate and what endorsement program changes were made as a result of assessment data analysis?

- The English as a Second Language faculty has formalized our process for placement of practicum teachers through the Field Work Coordinator based upon teacher candidates' requests for a particular location or local availability.
- The English as a Second Language faculty has built in consistent use of buildings in the Metro area such as Liberty, Castelar and Gateway Elementary Schools and The Learning Center at the Teacher and Administration Center in OPS. This has built a working relationship with administrators, teachers and teacher candidates. The buildings are clear on the expectations for our candidates and vice versa, therefore open communication between the College, teacher candidates and those involved in the classroom setting (teachers and administration) is more likely to be strengthened and consistent.
- The English as a Second Language faculty has been flexible with our MAT teacher candidates' schedules due to the nature of the program plan. Many MAT teacher candidates have full-time jobs which does make practicum a bit tricky to schedule in the summer when we are tied to summer school hours. Occasionally, teacher candidates have to take PT time or vacation time to complete the requirement of 45 practicum hours.
- The program offered 415/515 ESL for Teachers and 425/525 ESL Assessment in the summer semester catering to the MAT schedule by offering it on Saturdays. Data found that the undergraduate teacher candidates were unable to successfully meet the demands and rigor of the coursework in this setting. Therefore, the program reverted back to offering these courses in an 18 week semester setting. This was a decision made by course instructors as well as program directors.
- One thing that has worked consistently is the implementation of utilizing the SIOP Model (Sheltered Instruction Observation Protocol developed by Echevarria and Vogt) in EDU 415/515 ESL for Teachers course. This model allows for specific thinking about instruction in regard to planning and lesson preparation for ESL students. This model is then referenced in EDU 425/525 ESL Assessment and also is utilized and fully implemented in EDU 473/573 ESL Practicum.

What are implications for overall unit improvement initiatives to the endorsement program?

Several programmatic changes in the Unit have had an impact on the endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that all teacher education students must pass the Praxis II content exam for certification has had an impact on the Teacher Education program. Teacher Preparation faculty have collaborated with content area faculty to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.

- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.