

ASSESSMENT PLAN: Teaching English to Speakers of Other Languages (TESOL)

Date Updated: Spring 2020

PROGRAM LEARNING OUTCOMES (PLOs)

Students graduating with a M.A. TESOL will be able to:

<i>PLO 1</i>	communicate effectively in the profession both orally and in writing
<i>PLO 2</i>	apply information literacy principles in their work as TESOL professionals
<i>PLO 3</i>	draw on knowledge of language ability to shape their instructional choices
<i>PLO 4</i>	use pedagogical content knowledge appropriate for a particular group of language learners
<i>PLO 5</i>	integrate principles of diversity and inclusiveness in their classrooms
<i>PLO 6</i>	select life-long learning strategies to stay current in the profession

Year 1: 2018-2019

<i>1. Which PLO(s) to assess</i>	communicate effectively in the profession both orally and in writing; apply information literacy principles in their work as TESOL professionals
<i>2. Is it aligned to an ILO?</i>	yes
<i>3. If yes, list ILO.</i>	Written communication and information literacy
<i>4. Course name and number</i>	ENGL 699, Department Thesis
<i>5. SLO from course</i>	communicate effectively in the profession both orally and in writing; apply information literacy principles in their work as TESOL professionals

6. <i>Assessment activity</i>	Secondary assessment of relevant assignments included in the exit portfolio (i.e., lesson plan, reflective teaching journal, literature review)
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	TESOL coordinator and/or chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Revise information literacy curriculum in first-year courses, increase the number of assignments that require synthesis in second-year courses.

Year 2: 2019-2020

1. <i>Which PLO(s) to assess</i>	draw on knowledge of language ability to shape their instructional choices
2. <i>Is it aligned to an ILO?</i>	yes
3. <i>If yes, list ILO.</i>	Critical thinking
4. <i>Course name and number</i>	ENGL 699, Department Thesis
5. <i>SLO from course</i>	draw on knowledge of language ability to shape their instructional choices
6. <i>Assessment activity</i>	Secondary assessment of relevant assignments included in the exit portfolio (i.e., lesson plans, pedagogical grammar project and assignments, test development project)
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	TESOL coordinator and/or chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.

Year 3: 2020-2021

1. <i>Which PLO(s) to assess</i>	use pedagogical content knowledge appropriate for a particular group of language learners
2. <i>Is it aligned to an ILO?</i>	yes
3. <i>If yes, list ILO.</i>	Critical thinking
4. <i>Course name and number</i>	ENGL 699, Department Thesis
5. <i>SLO from course</i>	use pedagogical content knowledge appropriate for a particular group of language learners

6. <i>Assessment activity</i>	Secondary assessment of relevant assignments included in the exit portfolio (i.e., lesson plans, reflective teaching journals)
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	TESOL coordinator and/or chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.

Year 4: 2021-2022

1. <i>Which PLO(s) to assess</i>	integrate principles of diversity and inclusiveness in their classrooms
2. <i>Is it aligned to an ILO?</i>	yes
3. <i>If yes, list ILO.</i>	Diversity
4. <i>Course name and number</i>	ENGL 699, Department Thesis
5. <i>SLO from course</i>	integrate principles of diversity and inclusiveness in their classrooms
6. <i>Assessment activity</i>	Secondary assessment of relevant assignments included in the exit portfolio (i.e., narrative introduction, lesson plans, reflective teaching journals, test development project)
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Quantitative and qualitative
9. <i>Responsible person(s)</i>	TESOL coordinator and/or chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.

Year 5: 2022-2023

1. <i>Which PLO(s) to assess</i>	select life-long learning strategies to stay current in the profession
2. <i>Is it aligned to an ILO?</i>	no
3. <i>If yes, list ILO.</i>	
4. <i>Course name and number</i>	ENGL 699, Department Thesis
5. <i>SLO from course</i>	select life-long learning strategies to stay current in the profession
6. <i>Assessment activity</i>	Secondary assessment of relevant assignments included in the exit portfolio (i.e., narrative introduction to exit portfolio, professional development reports)
7. <i>Assessment Instrument</i>	Department rubric
8. <i>How data will be reported</i>	Quantitative and qualitative

9. <i>Responsible person(s)</i>	TESOL coordinator and/or chair
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	TESOL coordinator and faculty discuss assessment results and plan for needed changes at the assignment, course, or program level.