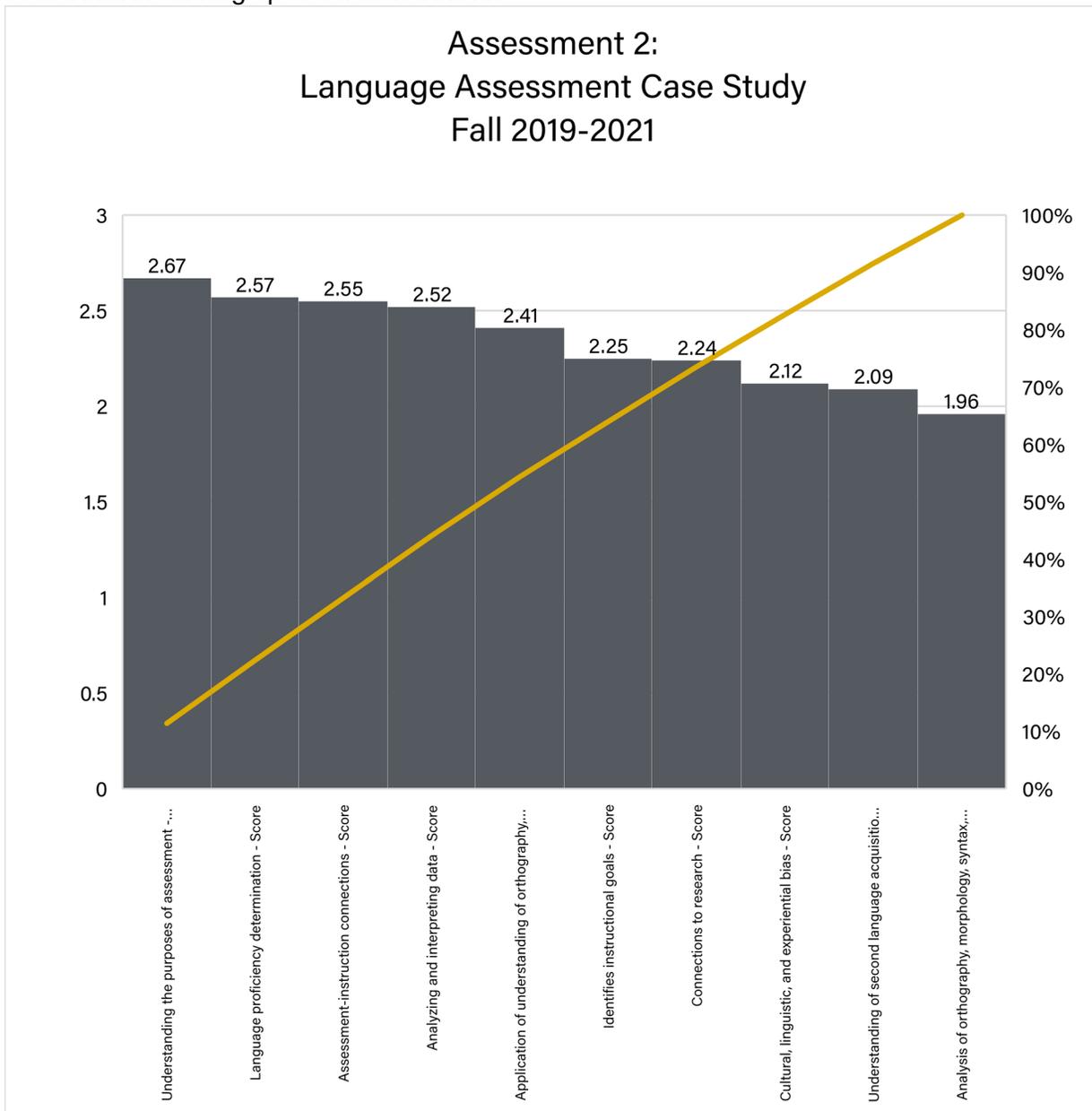


Teachers of English Learners Competency at Completion

Assessment 2 Language Assessment Case study

Assessment 2 is a language assessment case study completed during their last course in the summer on assessment of ELLs. Areas of strength include the bias inherent in standardized tests for ELLs as they are administered solely in English, but the lowest area is understanding and applying the principles of second language learning, which they mostly study in the first semester of coursework. This distal connection may contribute to lower scores in this area. Thus, articulating the principles of second language development and linguistics need to be reinforced in all courses leading up to the final course.



Assessment 3
Visual and Verbal Analysis
Updated Version Fall 2019

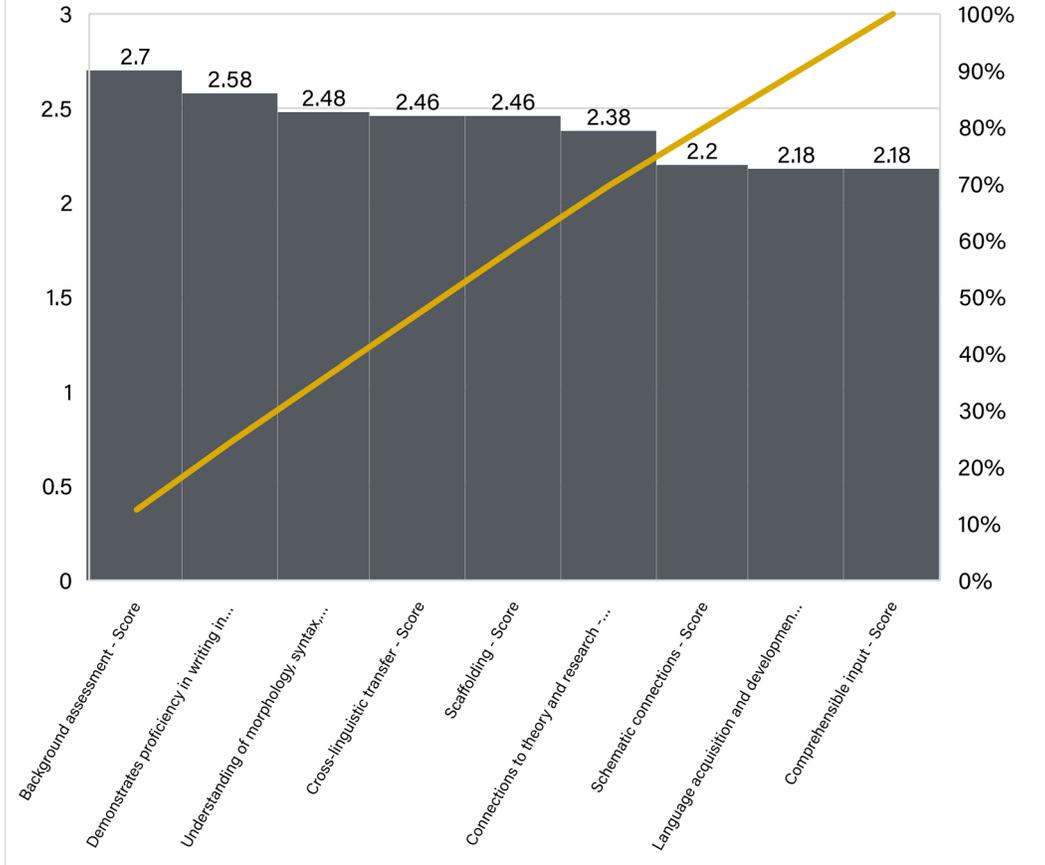
There are two versions of Assessment 3, which is the second course students taken in the program. Focused mainly on English linguistics, this course and assessment was adapted based on previous feedback from students on not principally grasping its elements and performing less well in these areas on the Pearson exam. Textbooks were changed in Fall of 2019.

The course content for EDCI 526 (Language Study for Educators) was updated to cover all major areas of linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics), as well as two applied areas (sociolinguistics and first language acquisition). The key assessment was also updated (a linguistic analysis of the focal student's language) so that it aligned with key assessments from other courses. The previous course content focused primarily on syntax and content overlapped significantly with other courses in the program.

The rubric for Assessment 3 was updated in May 2020 with October 2020 implementation; After piloting the new course content implemented in 2018, we updated the key assessment rubric to better align with the assessment. Updates resulted in less overlap with key assessments from other courses and allowed for a more appropriate number of items on the rubric (9 rubric items versus 17 items on previous rubric).

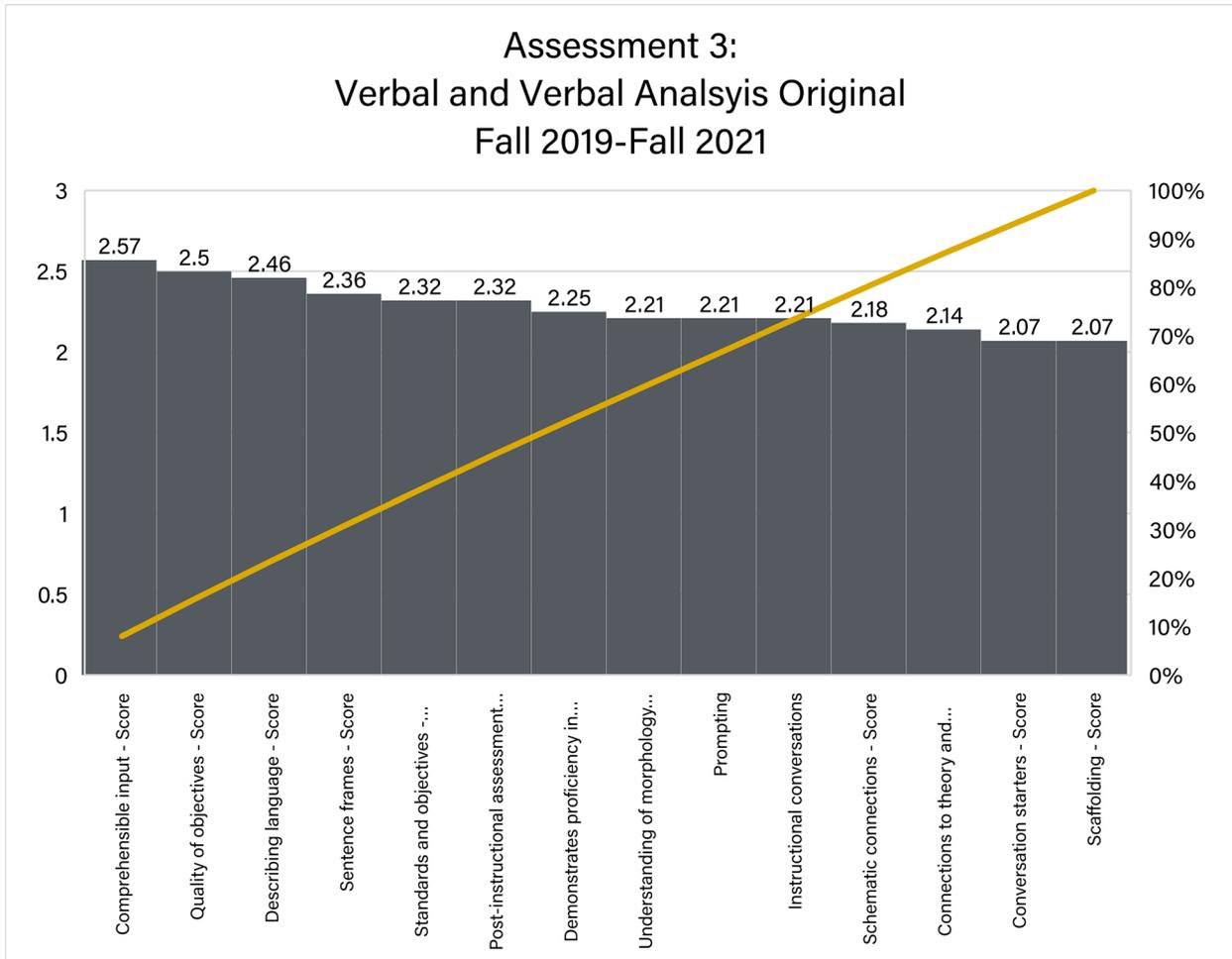
These changes were also informed by the receipt of two large federal grants. Under the direction of the grant leadership, and served as a comparison to the historic method of teaching. Analysis is ongoing about the differences across courses and assessments during our summer alignment meetings. While students in these sections had a stronger grasp of linguistic principles, their applications within instruction and connections to theory could be stronger.

Assessment 3--updated version: Visual and Verbal Analysis Fall 2019-Fall 2021



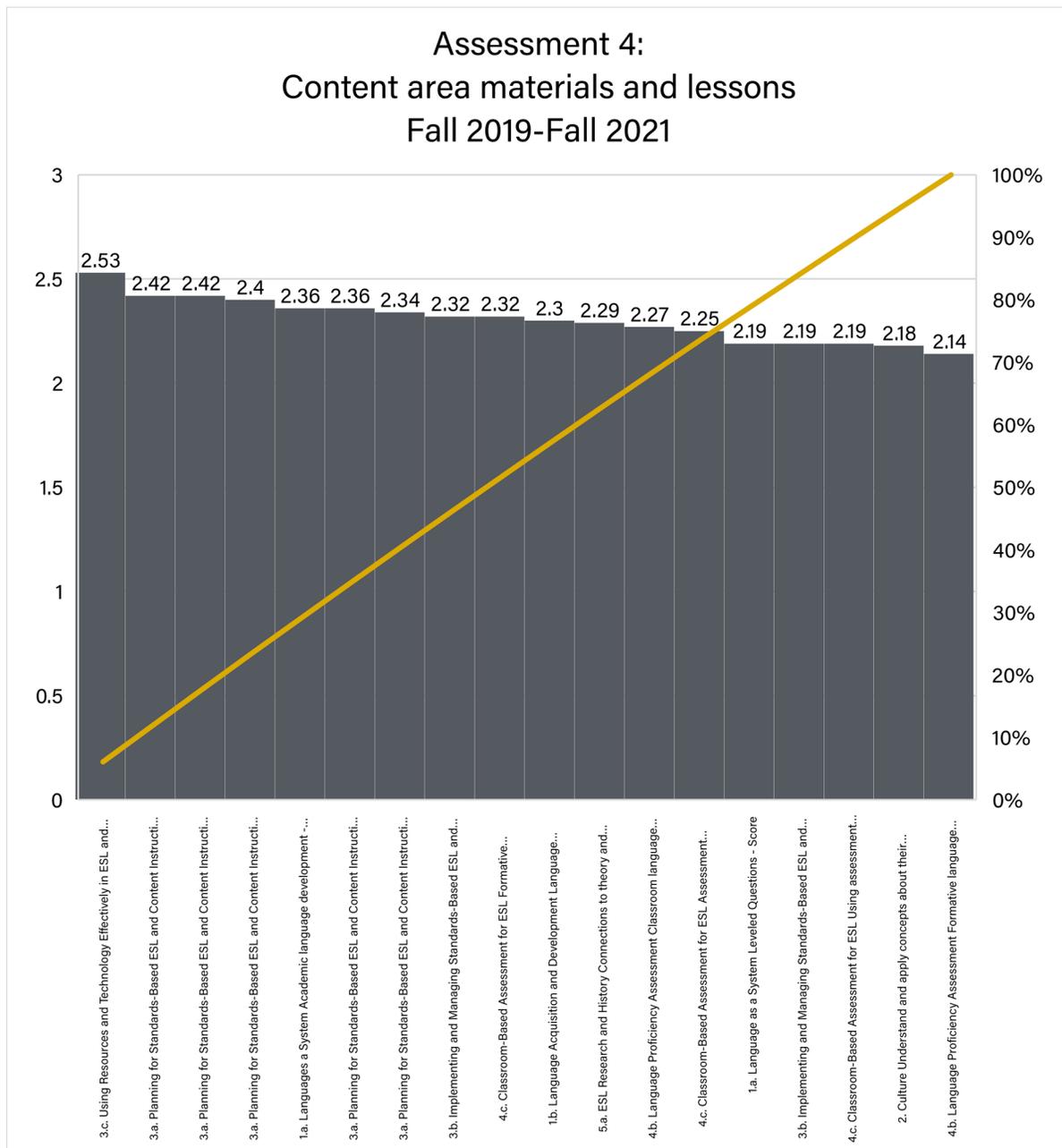
Assessment 3 Visual and Verbal Analysis

This assessment is also a part of different sections of EDCI 526 not involved in the grant. The strength of this assessment and this course is the ways in which teachers understand the pragmatic applications of comprehensible input and creating quality lessons with clear language considerations.



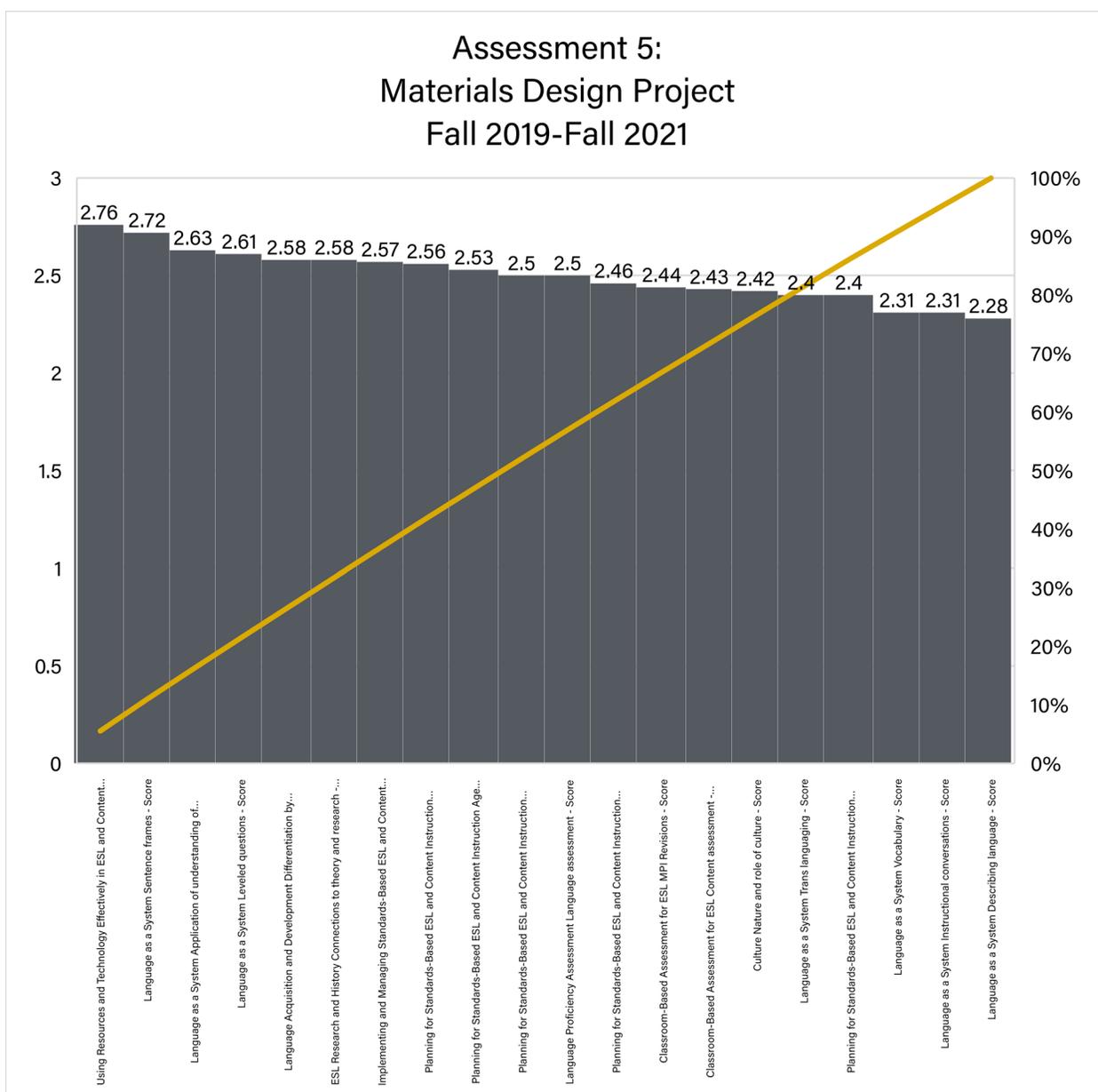
Assessment 4: Content area materials and lessons

Students complete Assessment 4 during the third course in the program and it is during this course and assessment that students begin to see the practical applications of the theoretical work they do in their first semester. Students show strengths in lesson preparation with appropriate language and content objectives and thinking systemically about academic language use. The weakest area is assessment (a course they take later) as most students who are in-service teachers have a main focus on standardized and summative exams and less of a grasp on formative assessment.



Assessment 5: Materials Design Project

Students complete this assessment during the fourth course in the program and this furthers their application of teaching for content and language. Students improve their application of language and content objectives and use resources effectively and become more conscientious and intentional about their own language use while teaching, but areas of improvement are still needed in the area of formative assessment as students continue to privilege standardized exams administered in their schools.



Assessment 7: Long term ELL case study

Students complete a case study of a focal student in the first course in our program, applying the principles of second language teaching in English. This foundational course in English language development, while still conceptual works to make it concrete at the very first stage of students' studies. Students make good contributions to reading and writing tasks in the long term case study of an EL student, but struggle with the development of language objectives, meshing language and content objectives into one. Faculty recognize this as a developmental stage in their learning, but also recognize that more concrete examples need to be furnished throughout all five courses to reinforce the differences.

