TESOL Assessment Report, Sept. 2015

The department has been conducting assessment according to the new PP-PAR procedures for one year now.

The lead professor was asked to convene the group of teachers who comprised the TESOL program’s course offerings or experiences at the end of the 2013-2014 academic year. The meeting was held at the end of the spring 2014 semester. The springboard of discussion was the student exit survey conducted in the 2013-2014 academic year. Also, further ideas for program improvement were discussed that went beyond the exit survey.

The lead professor convened the faculty again in the spring of 2015, and the same process was followed with the addition of an early fall meeting by email preparatory to writing this report.

This report summarizes, first in tabular form, further on in detail, the 2014 results. Nine action items were proposed; most were accomplished or addressed. Subsequently, the report proposes new interventions for 2015.

2014 Results in Tabular Format

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RESULTS 2014

Convened by Doug Margolis.
Present: Annette Klemp, Doug Margolis, Vladimir Pavlov, Marshall Toman.
Date: May 9, 2014.

Item of discussion arising from the 2014 Assessment Plan review and feedback:

1) OPPORTUNITY FOR POSSIBLE IMPROVEMENT: The goals of the TESOL Assessment Plan should be shorter and more measurable and we should do more with stakeholders.

ACTION: The Assessment Plan will be re-written
PERSON RESPONSIBLE: Toman and Margolis.
TIMELINE: The re-write will be performed in the next cycle.
RESULT: The assessment plan was re-written and resubmitted for critique. It received a very good 55 out of 60 points.
**Items of discussion arising from the 2014 exit survey results:**

**(2) OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** Students indicated dissatisfaction with night classes (i.e., one-night-per-week classes).

**ACTION:** The scheduling of such classes, done at instructor request, will be modified in the future.

**PERSON RESPONSIBLE:** The department chair does the scheduling.

**TIMELINE:** Reduction of “night” classes was implemented already for the fall of 2014.

**RESULT:** Late afternoon classes (“night” classes) were reduced.

**(3) OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** Students indicated dissatisfaction with TED 428, Techniques of TESOL, as a “night” class (i.e., a one-night-per-week class). However, techniques courses are traditionally scheduled for once a week in order to have a large block of time to accomplish various activities. Scheduled for the late afternoon, the timing also allows practicing teachers to pursue a second license.

**ACTION:** The instructor of TED 428 will survey students on their attitudes at the start of the course and at the course’s end to see if this impression that twice a week would be better is really accurate.

**PERSON RESPONSIBLE:** The instructor of TED 428 will report the results of the surveys to the TESOL group for further deliberation.

**TIMELINE:** The scheduling of the fall 2015 TED 428 will depend on the results of the survey.

**RESULT:** Students were surveyed and ultimately preferred the larger block of time.

**(4) OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** The incorporation of students’ videotaping themselves teaching (in preparation for the new requirement that video tapes of teaching be submitted for teaching licensing) was clearly approved of by students.

**ACTION:** The process will be continued in TED 428, Techniques of TESOL.

**PERSON RESPONSIBLE:** The instructor of TED 428.

**TIMELINE:** The continuation was implemented already for the fall of 2014 iteration of TED 428.

**RESULT:** Videotaping continues at an enhanced frequency over the initial intervention.

**(5) OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** Students indicated a need for better advising.

**ACTION:** (1) A plan for when to accomplish what keyed to certain dates would be helpful. (2) Placing the artifacts that are needed in the *Handbook* would be helpful. (3) Allowing students access to model lesson plans that they can consult and creating more explicit guidelines are promising interventions. (4) For career advice, directing students to teachers of TESOL would be helpful.

**PERSON RESPONSIBLE:** (1) Margolis will collate information that exists in the department with information available from CEPS to create an advising sheet for TESOL majors. (2) The department chair will obtain from Pavlov a table of items required to be placed into Chalk and Wire and insert this table into the *Handbook.*
(3) The instructor of TED 428, Techniques of TESOL, will ask students who have produced model lesson plans if they may be used as examples for following students, and in cases where permission is granted the lesson plans will be stored in the instructor's office for consultation. (4) Working with the program associate for the department, Margolis and the department chair will create a list of TESOL teachers in the area who might be contacted by our students for advice about the profession.

**TIMELINE:** (1) The advising sheets will be ready for the fall 2015 pre-registration advising sessions (by the end of March, 2015). (2) The table of artifacts will be inserted into the Handbook by the end of the fall semester. (3) The instructor of TED 428 will begin to keep a file of model lesson plans from the fall of 2014. (4) A list of practicing teachers who would be willing to advise pre-service UWRF students will be created by Feb. 1, 2015.

**RESULT:** No part of action item #5 was accomplished.

**Items of discussion arising from a 2013 stakeholder report:**

(6) **OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** The teaching of reading was not clearly visible in the TESOL program. Two of our identified stakeholders are students who graduate with teaching licenses in TESOL and the licensing agencies in the states of Wisconsin (primarily) and Minnesota. In the spring of 2013, it came to our attention that when our UWRF Licensure Officer submitted programs for review by the Minnesota Department of Education, a comment came back that the teaching of reading in the TESOL program was not evident from course titles or descriptions. While UWRF is not obligated to meet Minnesota licensing standards, many of our graduates seek jobs in Minnesota. Besides, the teaching of reading is required in Wisconsin as well.

**ACTION:** Pavlov took the lead in documenting how the teaching of reading occurred in our TESOL program. He collected course descriptions from courses in the program and syllabi of colleagues, joining that material with his own syllabi, to demonstrate where such learning took place for the UWRF Licensure Officer and beyond him for the Minnesota Department of Education.

**PERSON RESPONSIBLE:** Pavlov and the chair of the department.

**TIMELINE:** The document was compiled by Pavlov and forwarded by the chair in the spring of 2014.

**RESULT:** This action was successfully completed.

(7) **OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** Increasing the visibility of the teaching of reading in the introductory course and increasing the scaffolding of the program to better promote incremental learning would be valuable. Related to the response outlined above regarding the teaching of reading in the program, improvement was believed to be possible in the teaching of reading itself by concentrating more of it on an introductory course. Additionally, an introductory course at the sophomore level would be beneficial to the program. Students transfer to UWRF because they have heard about our TESOL program. However, all of the courses are at the 300- or 400-level and all are slash courses (compounded with graduate course versions at the 500- or 600-level). Accreditation will not
permit anyone with fewer than 60 credits ("not a junior") into a course with graduate students. So students have to wait until junior status to begin the program. Having them introduced to the major at the sophomore level would be better.

**ACTION:** Our ENGL 311/511, Introduction to Linguistics, will be revised to be an introduction to TESOL (giving priority to the teaching of reading and writing) and emphasize the basic knowledge to teach in the field including linguistic knowledge (morphology and syntax). It will be proposed as a 200-level course.

**PERSON RESPONSIBLE:** Klemp volunteered to draft a proposal in the form of an official course syllabus proposal.

**TIMELINE:** Klemp has worked over the summer to accomplish the task. The course proposal will be ready for review by the TESOL Committee early in the fall and will proceed through the curricular process. We hope to have a revised TESOL program approved by APP by the middle of the spring semester, in time for Faculty Senate approval this year so that the changes can be implemented for the next catalog year.

**RESULT:** Dr. Klemp accomplished an excellent revision during the summer of 2014. The course successfully flowed through the curriculum process in the spring of 2015. The course in its revised form is now ensconced within our curriculum.

**OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** Increasing the scaffolding of the program to better promote incremental learning would be valuable. Along with the movement into the 200-level of 311, the basic grammar course (teaching the fundamentals of English grammar), ENGL 320, Structure of English, was thought to be a course appropriate to the sophomore level. Its follow-on course ENGL 420, Pedagogical Grammar (how to teach English grammar) was thought to be appropriate at the 300-level. Thus, students would have these more basic courses before taking the more demanding courses in the program at the 400-level.

**ACTION:** Revision of 320 to 220 (or similar 200-level numbering) and the revision of 420 to the 300-level) will occur.

**PERSON RESPONSIBLE:** Klemp will take the lead in the revisions; the TESOL Committee will consult.

**TIMELINE:** We hope to have a revised TESOL program approved by APP by the middle of the spring semester, in time for Faculty Senate approval this year so that the changes can be implemented for the next catalog year.

**RESULT:** The course number of 311 and of 320 were reduced to 211 and 220, thus increasing the scaffolding of our program.

**Item of discussion arising from the 2014 Professional Engagement:**

**OPPORTUNITY FOR POSSIBLE IMPROVEMENT:** The prestige of the UWRF TESOL program might be enhanced if it met outside accreditation standards.

**ACTION:** The TESOL professors will examine obtaining such outside accreditation.

**PERSON RESPONSIBLE:** Margolis will take the lead. The chair of the department and the TESOL faculty will assist.

**TIMELINE:** The process will be lengthy. The first site visit by the accrediting body will occur in the spring of 2016 (in tandem with TESOL’s Program Audit and
Review) or in the following year (when most of the reporting and data should be available from the UWS PAR process.

RESULT: Dr. Margolis conducted careful consultation across campus, including with the dean of the College of Education and Professional Studies. This idea was carefully vetted and ultimately rejected as not a profitable move at this time. Some of the ideas brought forward through looking at outside accreditation, however, seemed worthy of further pondering in attempts to improve our program.

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PROPOSALS, 2015
Review of the Exit Surveys for 2015 and email discussion suggest the following further action step.

TESOL Undergraduate Assessment Meeting
Lead: Doug Margolis.
Emailed: Annette Klemp, Vladimir Pavlov, Doug Margolis, Marshall Toman.
Date emailed: Sept. 8, 2015.
Responses collated by Sept. 11, 2015.

Items of discussion arising from the 2015 exit survey results:
The group was satisfied with the survey results and made no recommendations for 2015 other than to continue to address items from 2014 that were not accomplished.