

Assessment 2: TeachingFolio

a. Description of the assessment and its use in the program

The **TeachingFolio** is a unit requirement that is completely aligned with the TESOL standards. It is a culminating portfolio assessment of what candidates have learned in the TESOL program and is completed by all interns during their Phase I and Phase II internship.

The interns attend two seminar courses in conjunction with their internship:

Phase I – EDUC 791S – ESOL Practicum, 3 credits

Phase I – EDUC 792L – ESOL Internship, 6 credits

During the weekly seminar meetings, teacher candidates discuss lesson planning, teaching activities, classroom management, and school activities. Across the two phases, candidates draft, revise, and edit their Educational Philosophy statements (see Assessment 6) with feedback from their seminar instructors and other interns. In addition, interns prepare personal interpretations of each of the TESOL standards and three of the eight Maryland Teacher Technology Standards (MTTS), a state requirement. They select artifacts that illustrate their knowledge, skills and dispositions related to each of these standards and prepare a brief written justification for each artifact, explaining why it is appropriate for the standard. These are compiled into the intern's **TeachingFolio**, which is presented for review and evaluation by the seminar instructor and other M.A. TESOL faculty at the end of the internship experience. The development of the **TeachingFolio** is accomplished systematically and in steps throughout the internship seminar. Each teacher candidate's **TeachingFolio** is composed of three sections:

- I. Introduction
 - a. Introductory Statement
 - b. Clinical Practice
 - c. Educational Philosophy Statement (See Assessment 6)
- II. Standards
 - a. **TESOL Standards**
 - b. MTTS
- III. Curriculum Vitae

b. Alignment with the TESOL Standards

Assessment 2: TeachingFolio is completely aligned with the TESOL standards. A detailed scoring rubric (see attached assessment documentation) is used to assess the candidates' interpretive statements and artifacts, which show their mastery of each standard. As part of our program improvement plan, the scoring rubric has undergone a number of revisions as it has been implemented over the years with continuous feedback from the TESOL faculty, teacher candidates, university supervisors, and mentor teachers.

TESOL Standard	How the standard is met with Assessment 2: TeachingFolio
1a. Language as a System	Candidates demonstrate their knowledge of the concepts and theories related to language as a system.
1b. Language Acquisition and Development	Candidates demonstrate their knowledge of the theories and practice to facilitate language acquisition.
2. Culture as It Affects Student Learning	Candidates demonstrate an understanding of the cultural and linguistic backgrounds of K-12 students and families and of culturally appropriate teaching strategies to support student learning.
3a. Planning for Standards-Based ESL and Content Instruction	Candidates plan from specific standards-based objectives and plan activities that are appropriate to the students' language levels, learning styles, and backgrounds.
3b. Implementing and Managing Standards-Based ESL and Content Instruction	Candidates provide a variety of activities for students to develop their listening, speaking, reading, and writing skills in school contexts.
3c. Using Resources and Technology Effectively in ESL and Content Instruction	Candidates are familiar with different types of technologies in language teaching/learning.
4a. Issues of Assessment for English Language Learners	Candidates know how to monitor student achievement and guide instruction.
4b. Language Proficiency Assessment	Candidates know how to assess student achievement according to instructional objectives and to incorporate proficiency building techniques in classroom instructional assessment at all language proficiency levels.
4c. Classroom-Based Assessment for ESL	Candidates know how to use performance-based assessments to inform instruction.
5a. ESL Research and History	Candidates are familiar with history of ESL education and current practice and policy involving English language learners.
5b. Professional Development, Partnerships, and Advocacy	Candidates know how to interact with teachers, administrators, parents, community members, and students in ways that support students' learning. Candidates engage in continuous self-reflection as they construct and revise their Educational Philosophy statement.

c. Analysis of the data findings

The data comprises four semesters' worth of **TeachingFolio** evaluations by the seminar instructor and other M.A. TESOL faculty.

In Fall 2013, a total of 2 candidates were assessed using the **TeachingFolio**. Both candidates attained a score of either 3 (proficient) or 4 (exemplary) on all of the TESOL standards except for one candidate who scored 2 (developing) on TESOL 3c and 5a.

In Spring 2014, all 3 candidates attained a score of either 3 (proficient) or 4 (exemplary) on all of the TESOL standards except for one candidate who scored 2 (developing) on TESOL 1a.

In Fall 2014, all 5 candidates attained a score of either 3 (proficient) or 4 (exemplary) on all of the TESOL standards.

In Spring 2015, all 5 candidates attained a score of either 3 (proficient) or 4 (exemplary) on all of the TESOL standards.

d. How the data provides evidence for meeting standards

Overall, the data provide strong evidence that the program is meeting, and in most cases, exceeding the standards in preparing teacher candidates, as indicated by scores of 3 or higher on nearly all of the TESOL standards in the **TeachingFolio**. The **TeachingFolio** data, along with Assessment 4: Summative CPPA, provide ample evidence that the candidates are leaving our program well prepared to teach English language learners.

e. Description of Assessment 2: TeachingFolio

Preparing personal interpretations and artifacts for your TeachingFolio

Based on your coursework and internship in the M.A. TESOL program, our class discussions and your reading of the TESOL standards, write your personal interpretation of each of the TESOL standards. For each standard, select one artifact that illustrates your knowledge, skills and dispositions related to that standard and write a brief justification for why you chose the artifact and how it addresses the standard.

f. Scoring guide for Assessment 2: TeachingFolio

The following rubric represents the scoring guide for only the TESOL standards section of the **TeachingFolio**.

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
1a. Language as a System	Candidates do not have knowledge of language as a system.	Candidates have some understanding of the components of language as a system and have developed some techniques for teaching listening, speaking, reading, and writing to ESOL students.	Candidates use their knowledge of language as a system to develop a variety of techniques for teaching ESOL students to listen, speak, read, and write and serve as good language models.	Candidates demonstrate extensive knowledge of language as a system to develop a wide variety of techniques for teaching ESOL students to listen, speak, read, and write and serve as good language models.
1b. Language Acquisition and Development	Candidates have no understanding of concepts, theories, research, and practice to facilitate acquisition of a primary and a new language in and out of classroom settings.	Candidates demonstrate some knowledge of concepts, theories, research, and practice to facilitate acquisition of a primary and a new language in and out of classroom settings.	Candidates demonstrate adequate knowledge of concepts, theories, research, and practice to facilitate acquisition of a primary and a new language in and out of classroom settings.	Candidates demonstrate extensive knowledge of concepts, theories, research, and practice to facilitate acquisition of a primary and a new language in and out of classroom settings.
2. Culture as It Affects Student Learning	Candidates demonstrate no knowledge of the major concepts related to the nature and role of culture in language development and academic achievement, and how cultural groups and students' cultural identities affect language learning and school achievement.	Candidates demonstrate some knowledge of the major concepts related to the nature and role of culture in language development, and academic achievement, and how cultural groups and students' cultural identities affect language learning and school achievement.	Candidates demonstrate adequate knowledge of the major concepts related to the nature and role of culture in language development and academic achievement, and how cultural groups and students' cultural identities affect language learning and school achievement.	Candidates demonstrate extensive knowledge of the major concepts related to the nature and role of culture in language development and academic achievement, and how cultural groups and students' cultural identities affect language learning and school achievement.
3a. Planning for Standards-Based ESL	Candidates demonstrate no knowledge of	Candidates demonstrate some knowledge of	Candidates demonstrate adequate knowledge of	Candidates demonstrate extensive knowledge of

and Content Instruction	concepts, research, and best practices to plan classroom instruction.	concepts, research, and best practices to plan classroom instruction.	concepts, research, and best practices to plan classroom instruction, and plan for multilevel classrooms with learners from diverse backgrounds.	concepts, research, and best practices to plan classroom instruction, and plan for multilevel classrooms with learners from diverse backgrounds.
3b. Implementing and Managing Standards-Based ESL and Content Instruction	Candidates demonstrate no knowledge of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.	Candidates demonstrate some knowledge of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.	Candidates demonstrate adequate knowledge of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.	Candidates demonstrate extensive knowledge of a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.
3c. Using Resources and Technology Effectively in ESL and Content Instruction	Candidates are not familiar with a wide range of standards-based materials, resources, and technologies and do not use them in their teaching.	Candidates are somewhat familiar with a wide range of standards-based materials, resources, and technologies and use them in their teaching sometimes.	Candidates are familiar with a wide range of standards-based materials, resources, and technologies and use them in their teaching.	Candidates are very familiar with a wide range of standards-based materials, resources, and technologies and use them extensively in their teaching.
4a. Issues of Assessment for English Language Learners	Candidates do not understand various issues of assessment, the importance of standards, and the difference between language proficiency and other types of	Candidates demonstrate some knowledge of various issues of assessment, the importance of standards, and the difference between language proficiency	Candidates demonstrate adequate knowledge of various issues of assessment, the importance of standards, and the difference between language proficiency	Candidates demonstrate extensive knowledge of various issues of assessment, the importance of standards, and the difference between language proficiency

	assessment.	and other types of assessment.	and other types of assessment.	and other types of assessment.
4b. Language Proficiency Assessment	Candidates have no knowledge of a variety of standards-based language proficiency instruments and do not understand their uses for identification, placement, and demonstration of language growth of ESOL students.	Candidates have some knowledge of a variety of standards-based language proficiency instruments to inform their instruction and have some knowledge of their uses for identification, placement, and demonstration of language growth of ESOL students.	Candidates have adequate knowledge of a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	Candidates have extensive knowledge of a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.
4c. Classroom-Based Assessment for ESL	Candidates have no knowledge of a variety of performance-based assessment tools and techniques.	Candidates have some knowledge of performance-based assessment tools and techniques.	Candidates have adequate knowledge of a variety of performance-based assessment tools and techniques to inform instruction.	Candidates have extensive knowledge of a variety of performance-based assessment tools and techniques to inform instruction.
5a. ESL Research and History	Candidates demonstrate no knowledge of history, research, and current practice in the field of ESL teaching.	Candidates demonstrate some knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning sometimes.	Candidates demonstrate adequate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	Candidates demonstrate extensive knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
5b. Professional Development, Partnerships, and Advocacy	Candidates do not serve as professional resources, advocate for ELLs, and do not build partnerships with	Candidates sometimes serve as professional resources, advocate for ELLs, and build partnerships with	Candidates often serve as professional resources, advocate for ELLs, and build partnerships with	Candidates frequently serve as professional resources, advocate for ELLs, and build partnerships with

	students' families. They do not collaborate with other staff.	students' families. They sometimes collaborate with other staff, including paraprofessionals, to improve learning for all ELLs.	students' families. They often collaborate with other staff, including paraprofessionals, to improve learning for all ELLs.	students' families. They collaborate with all staff, including paraprofessionals, to improve learning for all ELLs.
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g. Candidate data derived from Assessment 2: TeachingFolio

Fall 2013 (n=1)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
1a. Language as a System	0	0	1	1	100%
1b. Language Acquisition and Development	0	0	1	0	100%
2. Culture as It Affects Student Learning	0	0	0	1	100%
3a. Planning for Standards-Based ESL and Content Instruction	0	0	1	1	100%
3b. Implementing and Managing Standards-Based ESL and Content Instruction	0	0	0	1	100%
3c. Using Resources and	0	1	0	1	50%

Technology Effectively in ESL and Content Instruction					
4a. Issues of Assessment for English Language Learners	0	0	■	■	100%
4b. Language Proficiency Assessment	0	0	■	0	100%
4c. Classroom-Based Assessment for ESL	0	0	0	■	100%
5a. ESL Research and History	0	■	0	■	50%
5b. Professional Development, Partnerships, and Advocacy	0	0	■	■	100%

Spring 2014 (n=■)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
1a. Language as a System	0	■	■	■	66.67%
1b. Language Acquisition and Development	0	0	0	■	100%
2. Culture as It Affects Student Learning	0	0	■	■	100%

3a. Planning for Standards-Based ESL and Content Instruction	0	0	0	■	100%
3b. Implementing and Managing Standards-Based ESL and Content Instruction	0	0	0	■	100%
3c. Using Resources and Technology Effectively in ESL and Content Instruction	0	0	■	■	50%
4a. Issues of Assessment for English Language Learners	0	0	■	■	100%
4b. Language Proficiency Assessment	0	0	■	■	100%
4c. Classroom-Based Assessment for ESL	0	0	■	■	100%
5a. ESL Research and History	0	0	■	0	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	■	■	100%

Fall 2014 (n=■)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
1a. Language as a System	0	0	■	■	100%
1b. Language Acquisition and Development	0	0	0	■	100%
2. Culture as It Affects Student Learning	0	0	0	■	100%
3a. Planning for Standards-Based ESL and Content Instruction	0	0	0	■	100%
3b. Implementing and Managing Standards-Based ESL and Content Instruction	0	0	■	■	100%
3c. Using Resources and Technology Effectively in ESL and Content Instruction	0	0	■	■	100%
4a. Issues of Assessment for English Language Learners	0	0	■	■	100%
4b. Language Proficiency Assessment	0	0	■	■	100%

4c. Classroom-Based Assessment for ESL	0	0	■	■	100%
5a. ESL Research and History	0	0	■	■	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	■	■	100%

Spring 2015 (n=■)

TESOL Standard	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	% Achieving 3 or 4
1a. Language as a System	0	0	0	■	100%
1b. Language Acquisition and Development	0	0	0	■	100%
2. Culture as It Affects Student Learning	0	0	0	■	100%
3a. Planning for Standards-Based ESL and Content Instruction	0	0	0	■	100%
3b. Implementing and Managing Standards-Based ESL and Content Instruction	0	0	■	■	100%
3c. Using Resources and	0	0	■	■	100%

Technology Effectively in ESL and Content Instruction					
4a. Issues of Assessment for English Language Learners	0	0	0	■	100%
4b. Language Proficiency Assessment	0	0	0	■	100%
4c. Classroom-Based Assessment for ESL	0	0	0	■	100%
5a. ESL Research and History	0	0	■	■	100%
5b. Professional Development, Partnerships, and Advocacy	0	0	0	■	100%