

**Assurance of Student Learning Report  
2022-2023**

PCAL	English
TESOL Graduate Certificate 0416 with comparison data from TESOL Undergraduate minor 478	
Trini Stickle	
<b>Is this an online program?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Assessment Cycle</b> )

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

<b>Program Student Learning Outcome 1:</b> Analyze the linguistic features of the English language.		
Instrument 1	Direct: Student teaching portfolios from ENG 471/471G, TESOL Practicum	
Instrument 2	Direct: Classroom observation	
Instrument 3	Direct: TESOL Praxis scores	
Based on your results, check whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

<b>Program Student Learning Outcome 2:</b> Apply the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English.		
Instrument 1	Direct: Student teaching portfolios from ENG 471/471G, TESOL Practicum	
Instrument 2	Direct: Classroom observation	
Instrument 3	Direct: TESOL Praxis scores	
Based on your results, check whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

<b>Program Student Learning Outcome 3:</b> Demonstrate skills to teach English as a second language for speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence.		
Instrument 1	Direct: Student teaching portfolios from ENG 471/471G, TESOL Practicum	
Instrument 2	Direct: Classroom observation	
Instrument 3	Direct: TESOL Praxis scores	
Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

**Assessment Cycle Plan:**  
 Each SP semester, the TESOL faculty who teach both lower- and upper-level courses evaluate the final portfolios of graduating TESOL minor and certificate students—both at the undergraduate and graduate levels for all three SLOs. Each SP semester, the TESOL coordinator observes each graduating TESOL minor/certificate student within their

designated practicum classrooms. Each semester, graduating TESOL minors/certificate students who plan to amend their teaching license—new or existing—with the ESL endorsement (the goal of many TESOL minor/certificate students) must pass the TESOL Praxis and have their scores reported to WKU.

## Program Student Learning Outcome 1

<b>Program Student Learning Outcome</b>	Analyze the linguistic features of the English language.																														
<b>Measurement Instrument 1</b>	<p><b>Direct:</b> Analyze the linguistic features of the English language.</p> <p>The 471/471G portfolio aligns as a measure for SLO 1 by requiring that lessons reported on in the portfolio for which a linguistic feature—phonetic, syntactic, morphological, semantic, or pragmatic—is in focus must have an appropriate discussion within the lesson plans. Additionally, common errors and the approach to those errors must be addressed by the Student Teacher—all of which demonstrate the Student Teacher’s ability to analyze the features of English.</p> <table border="1" data-bbox="485 594 1913 1227"> <thead> <tr> <th data-bbox="485 594 909 708"></th> <th data-bbox="909 594 1073 708">SLO does not apply (NA)</th> <th data-bbox="1073 594 1257 708">Displays no evidence of this SLO 0</th> <th data-bbox="1257 594 1442 708">Displays novice understanding of this SLO 1</th> <th data-bbox="1442 594 1593 708">Displays developing understanding of this SLO 2</th> <th data-bbox="1593 594 1778 708">Displays sufficient understanding of this SLO 3</th> <th data-bbox="1778 594 1913 708">Displays professional understanding of this SLO 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 708 909 911">Displays ability to analyze of linguistic features: phonetic, phonology, morphology, syntax, semantics, and/or pragmatics (Artifact does not require demonstration of analysis of all features but, rather, an array as dictated by the artifact.)</td> <td data-bbox="909 708 1073 911" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1073 708 1257 911" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1257 708 1442 911" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1442 708 1593 911" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1593 708 1778 911" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1778 708 1913 911" style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td data-bbox="485 911 909 1049">Applies the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English or another SL</td> <td data-bbox="909 911 1073 1049" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1073 911 1257 1049" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1257 911 1442 1049" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1442 911 1593 1049" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1593 911 1778 1049" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1778 911 1913 1049" style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td data-bbox="485 1049 909 1227">Demonstrates skills to teach English as a second language, particularly for communicative competence. (e.g., speaking, listening, reading, writings, pragmatics, and semantics)</td> <td data-bbox="909 1049 1073 1227" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1073 1049 1257 1227" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1257 1049 1442 1227" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1442 1049 1593 1227" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1593 1049 1778 1227" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1778 1049 1913 1227" style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>				SLO does not apply (NA)	Displays no evidence of this SLO 0	Displays novice understanding of this SLO 1	Displays developing understanding of this SLO 2	Displays sufficient understanding of this SLO 3	Displays professional understanding of this SLO 4	Displays ability to analyze of linguistic features: phonetic, phonology, morphology, syntax, semantics, and/or pragmatics (Artifact does not require demonstration of analysis of all features but, rather, an array as dictated by the artifact.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Applies the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English or another SL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrates skills to teach English as a second language, particularly for communicative competence. (e.g., speaking, listening, reading, writings, pragmatics, and semantics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>Criteria for Student Success</b>	Student success is measured by an overall score of 3 or higher for demonstration of linguistic analysis within the portfolio.																														
<b>Program Success Target for this Measurement</b>	Overall program success is attained with 80% of the Student Teachers achieving a 3 or higher in their ability to describe and address linguistic features of their student populations within the portfolios.	<b>Percent of Program Achieving Target</b>	100%, 1 of 1, of the graduate Student Teachers achieved the program target.  75%, 6 of 8, of the undergraduate Student Teachers achieved this program target.																												

<b>Methods</b>	<p>100% of the Student Teachers applying for or amending their teaching license for TESOL endorsement were evaluated this year as all must take the ENG 471/471G course and must complete a portfolio as part of that course. With only 1 TESOL endorsement graduate student in this year's 471/471G cohort and since both the undergraduate and graduate TESOL students seeking ESL endorsement for their teaching license is small (n-9; 1 G; 8 UGs), we have included both for comparison purposes.</p> <p>The 9 students evaluated in this report comprise 50% of the total ENG 471/471G population. We elected to evaluate only the students in 471/471G who were education majors or in-service teachers seeking license endorsement largely because only two evaluators were available for assessment this year as the program has undergone significant shortages of instructors. Additionally, during this cohort's matriculation, several changes occurred in faculty, in modality of courses, even in sequencing of courses.</p> <p>All portfolios were anonymized. The two full-time TESOL faculty independently rated the portfolios using the rubric posted above.</p>		
<b>Measurement Instrument 2</b>	Each student is observed within the designated classroom where they are to conduct 30 hours of teaching by the TESOL coordinator. The coordinator then writes up a formal evaluation letter characterizing the Student Teacher's strengths and weaknesses, the use of analysis, theories, and pedagogical methods. When appropriate to the lesson observed, the letter may capture the Student Teacher's ability to demonstrate and apply analysis of the English language on the spot with the class or with individual students.		
<b>Criteria for Student Success</b>	A student's teaching ability is holistically assessed during the observation and unless the student were to demonstrate incompetency in the classroom, success is achieved. Students are graded for their teaching demonstrations. A-C are passing grades.		
<b>Program Success Target for this Measurement</b>	100% of our Student Teachers must demonstrate teaching ability.	<b>Percent of Program Achieving Target</b>	100%--1 graduate student and 8 undergraduates—met this target.
<b>Methods</b>	Student teachers set up a date/dates to be observed for 2-3 hours in their designated classrooms. They provide the TESOL coordinator a lesson plan for the lesson/lessons		
<b>Measurement Instrument 3</b>	Each student wishing to attach the ESL endorsement to a teaching license must take and pass the TESOL praxis. This licensing exam covers all areas of linguistic analysis deemed significant for the teaching of ESL in elementary, middle, and high school.		
<b>Criteria for Student Success</b>	Student teachers are required to score a 151 out of 200 points.		
<b>Program Success Target for this Measurement</b>	100% of our TESOL certificate students seeking license endorsement is required for this measure.	<b>Percent of Program Achieving Target</b>	100% our students met this requirement.
<b>Methods</b>	Students take the praxis through a testing licensed testing center. They are required to have their scores sent to their student record at WKU. These scores appear in students TopNet accounts.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>			<input checked="" type="checkbox"/> <b>Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			<input type="checkbox"/> <b>Not Met</b>
<p><u>Results:</u> We encountered no assessment surprises for our graduate certificate populations. These are in-service teachers who are adding the ESL endorsement to their current license.</p> <p>In our undergraduate population, we were surprised that 2 of the 8 Student Teachers fell short of the overall 3 pt criteria, thus causing the overall percentage for meeting the target short: 75% instead of 80% for the SLO 1 using measurement instrument 1, alone.</p> <p>All Student Teachers, however, did meet the teaching observation and TESOL praxis targets, balancing this one, statistical shortfall. Thus, we argue that taking into account the Student Teachers' classroom performance as well as the 100% TESOL Praxis pass rate, our Student Teachers have sufficiently met SLO1.</p>			

**Conclusions:** Some confounding problems with this measure are as follows: 1) small Student Teacher populations at both the undergraduate and graduate level; 2) small number of raters (only 2); and 3) not all of our Student Teachers are placed in classrooms with English language learners or tasked with teaching lessons conducive to the linguistic focus of SLO1, or the apparent linguistic foci, i.e., they may teach math or science. Thus, we have multiple assessment measures.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:**

We will continue to use this multifaceted assessment process. We increase our focus on lesson-building that employs linguistic analysis within disciplines outside the traditional language arts focus, e. g., the morphological markers in science or mathematics; the preferred English-syntax of the passive in science reports.

Program Student Learning Outcome 2							
Program Student Learning Outcome	Apply the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English.						
Measurement Instrument 1	Direct: Student teaching portfolios from ENG 471/471G, TESOL Practicum						
	The 471/471G portfolio aligns as a measure for SLO 2 by requiring that 10 lessons are presented in detail, and after which there is a description of theories used and a reflection on how the Student Teacher would amend the lesson based on theories and methods.						
		SLO does not apply (NA)	Displays no evidence of this SLO 0	Displays novice understanding of this SLO 1	Displays developing understanding of this SLO 2	Displays sufficient understanding of this SLO 3	Displays professional understanding of this SLO 4
	Displays ability to analyze of linguistic features: phonetic, phonology, morphology, syntax, semantics, and/or pragmatics (Artifact does not require demonstration of analysis of all features but, rather, an array as dictated by the artifact.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Criteria for Student Success							

	Student Teachers must label and cite foundational or empirical studies supporting their use of theories and methods within their lessons and within their reflection pieces. The references to such theories and methods must demonstrate understanding of and rationale for these choices.		
<b>Program Success Target for this Measurement</b>	80% of our Student Teachers should score a 3 or higher for demonstration of this ability within their portfolios.	<b>Percent of Program Achieving Target</b>	100%, 1 of 1, of the graduate students met this target. 87.5%, 7 of 8, met this target.
<b>Methods</b>	<p>100% of the Student Teachers applying for or amending their teaching license for TESOL endorsement were evaluated this year as all must take the ENG 471/471G course and must complete a portfolio as part of that course. With only 1 TESOL endorsement graduate student in this year's 471/471G cohort and since both the undergraduate and graduate TESOL students seeking ESL endorsement for their teaching license is small (n=9; 1 G; 8 UGs), we have included both for comparison purposes.</p> <p>The 9 students evaluated in this report comprise 50% of the total ENG 471/471G population. We elected to evaluate only the students in 471/471G who were education majors or in-service teachers seeking license endorsement largely because only two evaluators were available for assessment this year as the program has undergone significant shortages of instructors. Additionally, during this cohort's matriculation, several changes occurred in faculty, in modality of courses, even in sequencing of courses.</p> <p>All portfolios were anonymized. The two full-time TESOL faculty independently rated the portfolios using the rubric posted above.</p>		
<b>Measurement Instrument 2</b>	Each student is observed within the designated classroom where they are to conduct 30 hours of teaching by the TESOL coordinator. The coordinator then writes up a formal evaluation letter characterizing the Student Teacher's strengths and weaknesses, the use of analysis, theories, and pedagogical methods. Key to the observation is whether the methods used were effective for the population and goals of the lesson. They are also given a grade for their teaching demonstrations. A-C are passing grades.		
<b>Criteria for Student Success</b>	100% of our Student Teachers must demonstrate teaching ability, that is, they must have thought through the choice of method per lesson and enacted the lesson with the methods displayed. Success does not mean that every lesson is perfect. Any experienced teacher knows that for any given lesson or population or day that a method may not work out. Success is measured by the effort to enact the lesson and the ability to pivot in ways that benefit the student population. Student Teachers are graded for their efforts teaching. Grades A – C are passing.		
<b>Program Success Target for this Measurement</b>	We expect that 100% of our Student Teachers are proficient in the classroom, but some may fall within a 'grade range' for this between an A and a C.	<b>Percent of Program Achieving Target</b>	100%, 1 of 1, of the graduate students achieved this target. 100%, 8 of 8, undergraduate students achieved this goal.
<b>Methods</b>	Student teachers set up a date/dates to be observed for 2-3 hours in their designated classrooms. They provide the TESOL coordinator a lesson plan for the lesson/lessons		
<b>Measurement Instrument 3</b>	Each student wishing to attach the ESL endorsement to a teaching license must take and pass the TESOL praxis. This licensing exam covers all areas of linguistic analysis deemed significant for the teaching of ESL in elementary, middle, and high school.		
<b>Criteria for Student Success</b>	Student teachers are required to score a 151 out of 200 points.		
<b>Program Success Target for this Measurement</b>	100% of our TESOL certificate students seeking license endorsement is required for this measure.	<b>Percent of Program Achieving Target</b>	100% our students met this requirement.
<b>Methods</b>	Students take the praxis through a testing licensed testing center. They are required to have their scores sent to their student record at WKU. These scores appear in students TopNet accounts.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>

<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>		
<p><b>Results:</b> The results are unexpected. Our TESOL students are tasked with applying theories and methods in each course through homework and projects. Additionally, two courses focus on theories and methods, specifically. We support and scaffold our students' knowledge and application of both theory and methods, so the ones who make it to the practicum, ENG 471/471G, are well prepared in these areas.</p> <p><b>Conclusions:</b> Our structure and integration of courses and coursework are huge strengths in this program. We recently restructured our program to ensure Student Teachers could complete the endorsement certificate via synchronized Zoom or face to face courses and some asynchronous courses. We did so with careful thought on how to maintain rigor and ensure competency. Our results on all three measures for all three SLOs suggest our changes are sufficient and the ESL teachers we send into the schools are well-equipped and effective.</p> <p><b>Plans for Next Assessment Cycle:</b> We will continue to use this multifaceted assessment process. We increase our focus on lesson-building to ensure our students can better articulate their lessons in the portfolio.</p>		

<b>Program Student Learning Outcome 3</b>	
<b>Program Student Learning Outcome</b>	Demonstrate skills to teach English as a second language for speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence.
<b>Measurement Instrument 1</b>	The 471/471G portfolio aligns as a measure for SLO 3 by requiring 10 lesson that address how the lessons address the English language learners' skills from the following areas: speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence. Not all skills must be addressed per lesson.

		SLO does not apply (NA)	Displays no evidence of this SLO 0	Displays novice understanding of this SLO 1	Displays developing understanding of this SLO 2	Displays sufficient understanding of this SLO 3	Displays professional understanding of this SLO 4
	<p>Displays ability to analyze of linguistic features: phonetic, phonology, morphology, syntax, semantics, and/or pragmatics (Artifact does not require demonstration of analysis of all features but, rather, an array as dictated by the artifact.)</p> <p>Applies the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English or another SL</p> <p>Demonstrates skills to teach English as a second language, particularly for communicative competence. (e.g., speaking, listening, reading, writings, pragmatics, and semantics)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Criteria for Student Success</b>	<p>Student Teachers must clearly describe their lessons, supporting their choices with theories, methods, and empirical studies. They must provide the learning goals of the lesson, the materials used, and a reflection for what they would change should they teach the lesson again to a similar population of learners.</p>						
<b>Program Success Target for this Measurement</b>	80% of our Student Teachers should score a 3 or higher for demonstration of this ability within their portfolios	<b>Percent of Program Achieving Target</b>		0%, 0 of 1, of the graduate students achieved this target; 87.5%, 7 of 8, undergraduate students achieved this goal for the written expression of their teaching ability within classroom as demonstrated within the portfolios.			
<b>Methods</b>	<p>100% of the Student Teachers applying for or amending their teaching license for TESOL endorsement were evaluated this year as all must take the ENG 471/471G course and must complete a portfolio as part of that course. With only 1 TESOL endorsement graduate student in this year's 471/471G cohort and since both the undergraduate and graduate TESOL students seeking ESL endorsement for their teaching license is small (n-9; 1 G; 8 UGs), we have included both for comparison purposes.</p> <p>The 9 students evaluated in this report comprise 50% of the total ENG 471/471G population. We elected to evaluate only the students in 471/471G who were education majors or in-service teachers seeking license endorsement largely because only two evaluators were available for assessment this year as the program has undergone significant shortages of instructors. Additionally, during this cohort's matriculation, several changes occurred in faculty, in modality of courses, even in sequencing of courses.</p>						



	All portfolios were anonymized. The two full-time TESOL faculty independently rated the portfolios using the rubric posted above.		
<b>Measurement Instrument 2</b>	Each student is observed within the designated classroom where they are to conduct 30 hours of teaching by the TESOL coordinator. The coordinator then writes up a formal evaluation letter characterizing the Student Teacher's strengths and weaknesses, the use of analysis, theories, and pedagogical methods. Key to the observation is whether the methods used were effective for the population and goals of the lesson. They are also given a grade for their teaching demonstrations. A-C are passing grades.		
<b>Criteria for Student Success</b>	100% of our Student Teachers must demonstrate teaching ability, that is, they must have thought through the choice of method per lesson and enacted the lesson with the methods displayed. Success does not mean that every lesson is perfect. Any experienced teacher knows that for any given lesson or population or day that a method may not work out. Success is measured by the effort to enact the lesson and the ability to pivot in ways that benefit the student population. Student Teaches are graded for their efforts teaching. Grades A – C are passing.		
<b>Program Success Target for this Measurement</b>	We expect that 100% of our Student Teachers are proficient in the classroom, but some may fall within a 'grade range' for this between an A and a C.	<b>Percent of Program Achieving Target</b>	100%, 1 of 1, of the graduate students achieved this target. 100%, 8 of 8, undergraduate students achieved this goal.
<b>Methods</b>	Student teachers set up a date/dates to be observed for 2-3 hours in their designated classrooms. They provide the TESOL coordinator a lesson plan for the lesson/lessons		
<b>Measurement Instrument 3</b>	Each student wishing to attach the ESL endorsement to a teaching license must take and pass the TESOL praxis. This licensing exam covers all areas of linguistic analysis deemed significant for the teaching of ESL in elementary, middle, and high school.		
<b>Criteria for Student Success</b>	Student teachers are required to score a 151 out of 200 points.		
<b>Program Success Target for this Measurement</b>	100% of our TESOL certificate students seeking license endorsement is required for this measure.	<b>Percent of Program Achieving Target</b>	100% our students met this requirement
<b>Methods</b>	Students take the praxis through a testing licensed testing center. They are required to have their scores sent to their student record at WKU. These scores appear in students TopNet accounts.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><b>Results:</b> The written description of teaching within the portfolios did not meet the evaluators' standards. The graduate Student Teacher received a 2.5, falling short of the 3.0 goal. The undergraduate Student Teachers had the following scores: 1.5; 2.5; 3; 3.5; 3.5; 4; 4; 4. However, with the two additional measures—the observation and the praxis pass rates, our TESOL students met our expectations. Their preparation for this comes from being tasked designing lessons and enacting mock lessons in nearly every class. Additionally, one course focuses on methods and materials, specifically, and allows students to practice these skills before going into the classroom. We support and scaffold our students' knowledge and application of both theory and methods, so the ones who make it to the practicum, ENG 471/471G, are well prepared in these areas.</p> <p><b>Conclusions:</b> Our structure and integration of courses and coursework are huge strengths in this program and provide the support these student need to be effective within the classroom. We recently restructured our program to ensure Student Teachers could complete the endorsement certificate via synchronized Zoom or face to face courses and some asynchronous courses. We did so with careful thought on how to maintain rigor and ensure competency. Still, that 3 of the 9 students fell below our expectations on their description of teaching within their portfolios indicates that more work in preparing them for this task is needed. Overall, our results on all three measures for all three SLOs suggest our changes have been sufficient and the ESL teachers we send into the schools are well-equipped and effective.</p>			

Plans for Next Assessment Cycle: We will continue to use this multifaceted assessment process. We increase our focus on lesson-building to ensure our students can better articulate their lessons in the portfolio.

**Department:** English  
**College:** PCAL  
**Contact person:** Trini Stickle  
**Email:** trini.stickle@wku.edu

**KEY:**

I = Introduced      R = Reinforced/Developed      M = Mastered      A = Assessed

**LO1: Analyze the linguistic features of the English language**

ENG	407/407G	Linguistic Analysis	I/R
ENG	408/408G	Psycholinguistics and Sociolinguistics	I/R
ENG	565	Integrated TESOL	R/M
ENG	566	Teaching and Assessing Grammar for TESOL	R
ENG	471/471G	TESOL Practicum	M, A

**LO2: Apply the key theories and methods of the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English**

ENG	407/407G	Linguistic Analysis	I/R
ENG	408/408G	Psycholinguistics and Sociolinguistics	I/R
ENG	565	Integrated TESOL	R/M
ENG	566	Teaching and Assessing Grammar for TESOL	R/M
ENG	471/471G	TESOL Practicum	M, A

**LO3: Demonstrate skills to teach English as a second language for speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence**

ENG	407/407G	Linguistic Analysis	I/R
ENG	408/408G	Psycholinguistics and Sociolinguistics	I/R
ENG	565	Integrated TESOL	R/M
ENG	566	Teaching and Assessing Grammar for TESOL	R
ENG	471/471G	TESOL Practicum	M, A