**Department of Curriculum, Culture, and Educational Inquiry**

**Improvement plan, process, and documentation**

**Master of Arts in TESOL and Bilingual Education (MATESOL/BE) and graduate courses leading to ESOL endorsement**

**Introduction**

The Department of Curriculum, Culture, and Educational Inquiry offers a Master of Arts in TESOL and Bilingual Education (MATESOL/BE) program and courses leading to ESOL endorsement. Since the program was approved in May of 2009, TESOL faculty have been involved in various curriculum development processes and activities pertaining to the program, which was partly supported by a 5-year federal grant awarded to FAU in 2007 that made it possible for two faculty to dedicate their time to implementing, monitoring, and evaluating the program. TESOL faculty have continuously focused their efforts on the development/revision of rubrics for the new courses in the MATESOL program and the courses leading to endorsement and updating of all graduate TESOL syllabi to reflect the new Florida and NCATE TESOL standards, including new Florida Educator Accomplished Practice (FEAPs).

The following table shows the curriculum development activities undertaken by the TESOL faculty between May 2009- December 2011:

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| **Purpose of Activity** | **Method of Data Collection** | **Source and Content of Data** | **Recommendations for Improvement** | **Plan for Improvement** | **Progress Report** |
| 1. Develop rubrics  for assignments in graduate TESOL courses. | Written notes taken by TESOL faulty. | Since all the MATESOL/BE courses are new or have been revised, details of course assignment requirements and rubrics had to be developed and reflected on the syllabus or posted on blackboard. | Review and revise rubrics and syllabi of all TSL graduate courses to start in June 2009. | Schedule program area meetings every Tuesday from 9 am -3:30 pm from August 2009 to May 2011, to do activities 1-3. | Syllabi updated in Fall 2009 and Spring 2010; rubrics completed for assignments in TSL 5142, 5440, 6375, 6350, 6642, 6700, and 6944. |
| 2. Discuss requirements for renewing state approval for the ESOL endorse-ment and  obtaining ESOL certification Conference meeting with Dr. Watlington on August 28, 2009.  Follow-up meeting with Drs. Watlington and Heydet-Kirsch on August 20, 2010.  Program Area Meeting with Drs. Yahya, Friedenberg & Zainuddin on October 20, 2009: Discuss plans for work towards the ESOL certification. | Written notes taken by TESOL faculty.  (see attached notes) | Concerns about the quality of teachers' ESOL preparation and raising recruitment of students for the master’s program and stand-alone ESOL courses. | Develop options for students in the MATESOL/BE, M.Ed in C & I, and Multicultural Education with ESOL endorse-ment to satisfy the ESOL require-ments in their program as well as state mandates.  Revise the practicum course (TSL 6944) in order to satisfy the requirement for capstone course in initial certification program. | Develop a proposal to offer two options for the ESOL endorsement and prepare paperwork for ESOL endorsement approval.  (See attached proposal)  Submit a proposal to increase practicum requirements from 3 to 9 credits to the College of Education’s Graduate Program Committee in September 2009. The aim is to meet the state’s requirement for capstone course in initial certification program.  (See attached proposal). | Submitted drafts of documents required for ESOL endorsement approval to Drs. Heydet-Kirsch and Watlington for feedback in September 2009.  Dr. Watlington suggested that we wait until January 2010 to pursue the endorsement and certification when new information regarding procedures and documentation required for certification and endorse-ment and Florida ESOL standards for teachers are available.  In spring 2010, TESOL faculty decided to stop pursuing the endorsement and initial certification due to insufficient personnel.  Practicum proposal was approved in December 2009. |
| 3. Revise admission requirements in the MA in TESOL/BE. (Fall 2010). |  | Concerns about how to increase diversity in the student population of the MATESOL/BE program. | Developed proposal to change admission requirements and submit proposal for college and university review process. | Proposal submitted on March 7, 2011. | New MATESOL/BE admission requirements were approved in August 2011 and reflected in the course catalog in October of 2011. |
| 4. Discuss portfolio assessment system for MATESOL/BE and how to assess the stand-alone graduate TESOL courses leading to ESOL endorsement during program area discussions at the Department Retreat in August 2011  Discuss plans for revising rubrics to reflect new state ESOL and TESOL NCATE standards and new FEAPs and updating all syllabi. | Written notes taken by Program Coordinator | Concerns about the evaluation of teacher performance in the stand-alone courses leading to the ESOL endorsement in light of the alternative options provided by the state for teachers to get their ESOL credentials.  Need to update rubrics and syllabi to reflect new state and NCATE TESOL standards. | August 8, 2011: Met with Heydet-Kirsch to express concerns about the evaluation of stand-alone ESOL courses leading to endorsement. A follow-up email to Dr.Heydet-Kirsch to request a meeting with her, Dr. Watlington, and Dept. Chair, Dr McLaughlin, to resolve this problem  Review all assignments in the graduate TESOL courses, paying close attention to the alignment of new TESOL standards in critical assignments of the keystone, cornerstone, and capstone courses in the MA in TESOL/BE program and in the 4 stand-alone courses leading to ESOL endorse-ment.  Obtain feedback from TESOL graduate assistants who have completed most coursework to elicit their perspectives on the strengths and limitations of the coursework for making curriculum improvements. | Evaluation of the Stand-alone ESOL courses:  Since all students have to be assessed regardless of how many courses they eventually take at FAU to complete the endorsement, a plan was formulated to develop a portfolio evaluation that includes critical assignments from each stand-alone ESOL course that is targeted to assess specific ESOL domains.  Caveat: Because it is impossible to predict which route teachers will choose to satisfy their ESOL requirement, it is expected that there may be gaps in the TESOL portfolio of some students who did not take all 5 university courses. A narrative will be provided to explain this gap.  Schedule regular meetings to revise critical assignment rubrics in the keystone, cornerstone, capstone courses of the MATESOL/BE program as well as 4 other stand-alone courses leading to ESOL endorsement and  update 7 graduate TESOL syllabi during the semester.  TESOL faculty and graduate assistants meet every Tuesday from 8:30- 2 pm in Fall 2011.  Develop exit survey questions for TESOL graduates. | Fall 2011: Critical assignment tasks and rubrics in 7 courses (TSL 4251, 5142, 5440, 5345, 5350, 6375, and 6944) were completed.  Course objectives and assignments in syllabi were also updated to reflect new state and NCATE TESOL standards. They will be available on Livetext in spring 2012.  TESOL faculty will hold regular meetings to accomplish the following goals in spring 2012:  1. Update syllabi of TSL 6642 and TSL 6376 to reflect new state and NCATE TESOL standards.  2. Work with Multicultural Education faculty to review the alignment of new ESOL standards to the critical assignment in EDG 5705, which is one of 4 courses mandated for ESOL endorsement.  3. Make improvements on the exit survey developed for an annual evaluation of a federally funded TESOL PDP project in spring 2012.  Expected target: Administer exit surveys sometime in Fall 2012. |

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**Faculty ESOL training**

Since summer 2011, TESOL has been working to modify the professional development training curriculum for FAU faculty who teach undergraduate ESOL infusion courses to create an online format, with the help of a part-time project assistant who is supported by funds from a federal grant. Initially, the training was expected to be completed in Fall 2011. However, due to insufficient personnel and the voluminous amount of work undertaken by 2 TESOL faculty in updating syllabi, revising all course assignments, and preparing critical assignment rubrics for a total of 7 MATESOL and ESOL endorsement courses and other documentation requirements for NCATE during Fall 2011, the expected completion date of this project has been postponed to May 2012 . Pilot testing may begin in Summer 2012. Below is a summary of progress on the professional development training:

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| Develop training video | Dr. Friedenberg, who retired from FAU in May 2011, modeled sheltered instruction to pre-service teachers in an undergraduate section of TSL 4081 in FAU Jupiter campus in October of 2011. This instruction was recorded. Dr. Friedenberg is currently working on editing the video with the help of a technical staff in Jupiter. |
| Develop 5 modules | Two modules are near completion, and three modules are about 50% complete. |