

NATIONAL RECOGNITION REPORT

Initial Preparation of Teachers of English to Speakers of Other Languages (2001 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the Teachers of English to Speakers of Other Languages (TESOL).

COVER PAGE

Name of Institution

Trinity (Washington) University, DC

Date of Review

MM DD YYYY

02 / 01 / 2012

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

Teaching English to Speakers of Other Languages

Grade Level⁽¹⁾

P-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

First teaching license

Award or Degree Level

- Baccalaureate
- Post Baccalaureate
- Master's
- Endorsement only

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- jn Nationally recognized
- jn Nationally recognized with conditions
- jn Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The institution has addressed all the conditions set in the previous report by submitting documentation and data related to the program's seven assessments.

PART B - STATUS OF MEETING SPA STANDARDS

Domain 1 – Language. Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students’ language and literacy development and content area achievement.

1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Domain 2 – Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students’ cultural identities, language and literacy development, and content-area achievement.

2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Domain 3 – Planning, Implementing and Managing Instruction. Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing, and integrating language skills, and choosing and adapting classroom resources.

3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement 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 support ESOL students in accessing the core curriculum as they learn language and academic content together.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

3c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Met	Met with Conditions	Not Met
<small>jn</small>	<small>jn</small>	<small>jn</small>

Comment:

Domain 4 – Assessment. Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

4a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

Met	Met with Conditions	Not Met
<small>jn</small>	<small>jn</small>	<small>jn</small>

Comment:

4b. Language Proficiency Assessment. Candidates know and use 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.

Met	Met with Conditions	Not Met
<small>jn</small>	<small>jn</small>	<small>jn</small>

Comment:

4c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Met	Met with Conditions	Not Met
<small>jn</small>	<small>jn</small>	<small>jn</small>

Comment:

Domain 5 – Professionalism. Candidates demonstrate knowledge of the history of ESL teaching.

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

5c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The two questions used for the comprehensive exam provide sufficient breadth that all of the standards can be addressed, and other assessments (e.g., Assessment 3, unit plan) show how the candidate demonstrates how the content is used in the classroom.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

The unit plan, the practice teaching evaluation, the case study, and the tutoring project all demonstrate the application of pedagogical and professional content knowledge, skills, and dispositions as evidenced by the TESOL standards.

C.3. Candidate effects on P-12 student learning

The tutoring project, in particular, helps document candidate effects on student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

The program has provided examples of the use of data to inform program change and improvement, and demonstrates that assessment data are systematically and comprehensively reviewed by faculty and other stakeholders.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

n/a

F.2. Concerns for possible follow-up by the Board of Examiners:

n/a

PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.