



FOCUSED PROGRAM REVIEW
Graduate ESOL Endorsement Program-Revisions

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Table of Contents

PROGRAM DESCRIPTION.....3

PROGRAM DELIVERY AND VARIANTS.....5

COURSE OF STUDY AND SYLLABI.....6

PROGRAM ALIGNMENT TO STATE STANDARDS.....7

CLINICAL PRACTICES.....12

KEY TRANSITIONS.....13

ASSESSMENT AND RUBRICS/SCORING GUIDES.....14

Assessment #1.....16

Assessment #2.....18

Assessment #3.....20

PROGRAM DATA.....20

PROGRAM RECRUITMENT AND RETENTION.....21

ADDENDUM.....21

License and/or endorsement program name: Graduate ESOL Endorsement

Report submitted is for: Graduate ESOL Endorsement Program

Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].

- ☐ Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- ☐ Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- ☐ Preliminary Teaching License: Single-subject areas (undergraduate)

Please indicate the single-subject content area(s) offered by your preliminary license program:

- ☐ Advanced Mathematics (includes Foundational)
- ☐ Agricultural Science
- ☐ Biology
- ☐ Business: Generalist
- ☐ Business: Marketing
- ☐ Career Trades Generalist
- ☐ Chemistry
- ☐ English Language Arts (includes Foundational ELA)
- ☐ Family and Consumer Sciences
- ☐ Health
- ☐ Integrated Science (includes Foundational Science)
- ☐ Physics
- ☐ Social Studies (includes Foundational Social Studies)
- ☐ Speech (Forensics)
- ☐ World Language:
 - ☐ Chinese
 - ☐ French
 - ☐ Japanese
 - ☐ German
 - ☐ Latin
 - ☐ Russian
 - ☐ Spanish
- ☐ Preliminary Teaching License: Single-subject content areas (graduate)

Please indicate the single-subject content area(s) offered by your preliminary license program:

<input type="checkbox"/> Advanced Mathematics (includes Foundational)	<input type="checkbox"/> Career Trades Generalist
<input type="checkbox"/> Agricultural Science	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Biology	<input type="checkbox"/> English Language Arts (includes Foundational ELA)
<input type="checkbox"/> Business: Generalist	<input type="checkbox"/> Family and Consumer Sciences
<input type="checkbox"/> Business: Marketing	<input type="checkbox"/> Health

- ☐ Integrated Science (includes Foundational Science)
- ☐ Physics
- ☐ Social Studies (includes Foundational Social Studies)
- ☐ Speech (Forensics)

- ☐ World Language:
- ☐ Chinese
- ☐ French
- ☐ Japanese
- ☐ German
- ☐ Latin
- ☐ Russian
- ☐ Spanish

PROGRAM-REQUIRED AREAS:

- ☐ Art – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Drama – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Elementary – Multiple Subjects – includes: ☐ Graduate ☐ Post-graduate
(Only check if this report is for an in-service educator program. Pre-service program reports in this area are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
- ☒ ESOL – includes: ☐ Undergraduate ☒ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Library Media – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Music – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Physical Ed (PE) – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Reading Intervention: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ SPED: Deaf & Hard-of-Hearing: ☐ Undergrad. ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ SPED: Early Intervention: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ SPED: Generalist: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ SPED: Visually Impaired: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced

COMMISSION APPROVED DUAL PROGRAM AREAS:

- ☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced
- ☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate ☐ Initial ☐ Advanced

OTHER LICENSE PROGRAMS:

- ☐ Teacher Leader License Program
- ☐ Principal License Program
- ☐ Professional Administrator License Program
- ☐ Initial School Counselor License Program
- ☐ Continuing School Counselor License Program
- ☐ Initial School Psychology License Program
- ☐ Continuing School Psychology License Program
- ☐ Initial School Social Worker License Program
- ☐ Continuing School Social Worker License Program

General description of the program:

The graduate ESOL Endorsement Program is designed for inservice teachers and consists of four three-credit courses plus a two-credit practicum taken over four academic semesters with one course offered in the summer (Example: Fall 2023 - EDUC 540; Spring 2024 - EDUC 550; Summer 2024 - EDUC 545; Fall 2024 - EDUC 580 & 590). The Education Department partners with school districts to offer the courses on-site in school district buildings and/or on the Linfield campus.

Program completers receive the following TSPC license and/or endorsement(s): ESOL Endorsement

Name of the school or college where the program is housed (College of Education, School of Music, School of Social Work, etc.): Education Department

Degree awarded: N/A

Date this major modification was approved by the Commission: N/A

Provide information about any major changes that were made to the program after the initial approval by the Commission. Example: Items that were not anticipated at the time of the proposal should be included here. If no changes were made, select N/A: Our first cohort started February 2020. One month later, the COVID pandemic caused schools to shift to on-line instruction only. Because of this sudden and overwhelming adjustment for teachers, one key assessment in their first course, EDUC 540, was eliminated. This was the Narrative Case Study. They were able to complete the rest of the key assessments throughout the program. However, we did collect two cycles of data for this assignment with two other cohorts.

☐ N/A

Program Delivery and Variants**Standard delivery:**

Location: Linfield University or School District building

☒ Campus-based (traditional in person instruction)

☒ Main campus ☐ Branch campus ☐ Other:

- ☐ Online program
☒ Hybrid program

Additional description (if needed):

Instruction was delivered at Linfield University for the local McMinnville cohorts. The program started in-person with a local McMinnville cohort; however, once COVID hit in March 2020, the instruction shifted to online. It eventually came back to in-person instruction for the local McMinnville cohorts. The Astoria cohort had online classes because of the distance to the school district with 2-3 classes in person at the Astoria Middle School.

Delivery variant(s)

Delivery variant:

Our first cohort with McMinnville School District was planned to be in-person, but because of COVID, we moved from in-person to online only, at first, and then we shifted to a hybrid model with some classes online and some in-person.

Location: Linfield University campus

- ☐ Campus-based (traditional in person instruction)
☐ Main campus ☐ Branch campus ☐ Other:
☒ Online program
☒ Hybrid program
☐ N/A (Select if this section is not applicable.)

If there is a delivery variant, indicate the license and/or endorsement name(s) for each variant:
ESOL Endorsement

Or, indicate here if the license and/or endorsement name(s) for the variant is the same as the license and/or endorsement name of the standard delivery method: ☐

Additional description (if needed): N/A

Number of credit hours required to complete the program: 14

- ☒ Semester | ☐ Quarter

Did anything for this section change from the EPP's approved proposal?

- ☒ Yes | ☐ No

If yes, please explain: The COVID pandemic caused us to move our classes from mostly in-person to on-line or hybrid.

Did the number of credit hours required to complete the program change?

- ☐ Yes | ☒ No

If yes, please explain:

Course of Study and Syllabi

EDUC 540: Foundations for Linguistically and Culturally Diverse Learners

https://drive.google.com/file/d/1SQnDaSNJdNZG3LDyKG8INNg6F_23K9y_/view?usp=share_link

EDUC 545: Linguistics for Teachers K-12

<https://drive.google.com/file/d/1jwrxDRFsJF4xQWOPPrkNoRdOpquibtSz/view?usp=sharing>

EDUC 550: Language, Power, and Advocacy for ESOL

https://drive.google.com/file/d/1PKWu2gmXq_l8LYr380qd6SAOpiAt3Sr/view?usp=share_link

EDUC 580: Planning, Implementing, and Assessing ESOL

https://drive.google.com/file/d/14oN8D-bMGCEpY9v6pv7GxNSk6qsK9ZR/view?usp=share_link

EDUC 590: ESOL Practicum

https://drive.google.com/file/d/1m_-16zh43Dd1uHHhpOSHGAXbLas2lwHw/view?usp=share_link

Did anything for this section change from the EPP's proposal?

☐ Yes | ☒ No

If yes, please explain:

Program Alignment to State Standards

ESOL Alignment of Program to Standards

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
ESOL: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for ESOL.		NES ESOL Exam	

<p>ESOL: Program Standards/Clinical Practices</p> <p>The program requires candidates to complete field experiences that include supervised teaching or internships in ESOL classrooms.</p>	<p>EDUC 590: ESOL Practicum</p>		<p>EDUC 590 ESOL Practicum Settings: Candidates conduct practicums at the appropriate level for their license (EC/EL or ML/HS). Practicum hours target English Language Development (ELD) instruction for ELLs taught in the regular classroom (“push in”), ESL classroom (secondary) or pulled out of the classroom for small group instruction (“pullout” model). The instruction can take place in a variety of formats such as whole group, small group, and one-on-one instruction as well as lesson planning and assessment.</p> <p>EDUC 590 ESOL Practicum Required Hours: The Practicum is conducted in classrooms that focus on <i>both</i> aspects of ESOL/Bilingual instruction: Sheltered content instruction <i>and</i> ELD (English language development). The Practicum experience consists of 90 hours in the appropriate ESOL setting with at least 8 hours in an ELD setting if applicable. (More practicum hours may be required if the Linfield University supervisor feels that the candidate needs additional experience). The Practicum experience is by arrangement only and graded Met/Unsatisfactory</p>
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<p>ESOL: Program Standards/Cultural Competency and Equitable Practice</p> <p>The program integrates principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.</p>	<p>Cultural Competencies are assessed throughout the Linfield Graduate ESOL program, from the first course EDUC 540 (Foundations) to their final practicum course EDUC 590.</p> <p>EDUC 540: Foundations for Teaching ESOL: Through reading responses, students connect issues regarding Emergent Bilingual students to their course readings and personal experiences. Also, in this course, students complete a final aesthetic project with a focus on social justice for Emergent Bilingual students.</p> <p>EDUC 550: Language, Power, and Advocacy for ESOL: This course involves a four-part social justice and advocacy project that includes interviewing key stakeholders and developing and advocacy project. An essential piece of this project is to talk with other teachers, students, and administration to identify and develop a current area of strength or address a need. Practical skills in cultural competency are necessary to complete this project.</p> <p>EDUC 580: Planning, Implementing, & Assessing Instruction for ESOL: Students write and teach lessons with a focus on differentiation and assessment for varied language levels and engaging students from diverse backgrounds that build on students' prior education and funds of knowledge.</p>		
<p>ESOL Standard 1:</p> <p>Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.</p>	<p>Courses:</p> <p>EDUC 540: Foundations for Teaching ESOL</p> <p>EDUC 545: Linguistics for Teachers</p> <p>EDUC 580: Planning, Implementing & Assessing Instruction for ESOL</p> <p>EDUC 590: ESOL Practicum</p>	<p>Assessments:</p> <p>EDUC 540: Reading Responses</p> <p>EDUC 540: Discussion Leader</p> <p>EDUC 540: Narrative Case Study</p> <p>EDUC 545: Reading reviews</p> <p>EDUC 580: ESOL Questions</p> <p>EDUC 590: Observations & Reflections</p>	<p>Clinical Practices:</p> <p>EDUC 590: ESOL Practicum</p>

<p>ESOL Standard 2: Culture: Candidates demonstrate the ability to 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 and bilingual students' cultural identities, language and literacy development, and content area achievement.</p>	<p>Courses: EDUC 540: Foundations for Teaching ESOL EDUC 550: Language, Power, and Advocacy for ESOL EDUC 545: Linguistics for Teachers EDUC 580: Planning, Implementing & Assessing Instruction for ESOL EDUC 590: ESOL Practicum</p>	<p>Assessments: EDUC 540: Reading Responses EDUC 540: Discussion Leader EDUC 540: Narrative Case Study EDUC 550: Advocacy Project EDUC 545: Reading reviews EDUC 580: Portfolio EDUC 580: ESOL Questions EDUC 590: Observations & Reflections</p>	<p>Clinical Practices: EDUC 590: ESOL Practicum</p>
<p>ESOL Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	<p>Courses: EDUC 545: Linguistics for Teachers EDUC 580: Planning, Implementing & Assessing Instruction for ESOL EDUC 590: ESOL Practicum</p>	<p>Assessments: EDUC 545: Reading reviews EDUC 545: Student writing samples EDUC 545: Final exam EDUC 580: Portfolio EDUC 580: ESOL Questions EDUC 590: Mid-term Assessment EDUC 590: Final Assessment EDUC 590: Observations & Reflections</p>	<p>Clinical Practices: EDUC 590: ESOL Practicum</p>

<p>ESOL Standard 4:</p> <p>Assessment:</p> <p>Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</p>	<p>Courses:</p> <p>EDUC 545: Linguistics for Teachers</p> <p>EDUC 580: Planning, Implementing & Assessing Instruction for ESOL</p> <p>EDUC 590: ESOL Practicum</p>	<p>Assessments:</p> <p>EDUC 545: Student writing samples</p> <p>EDUC 580: Portfolio</p> <p>EDUC 590: Mid-term Assessment</p> <p>EDUC 590: Final Assessment</p> <p>EDUC 590: Observations & Reflections</p>	<p>Clinical Practices:</p> <p>EDUC 590: ESOL Practicum</p>
<p>ESOL Standard 5:</p> <p>Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.</p>	<p>EDUC 540: Foundations for Teaching ESOL</p> <p>EDUC 550: Language, Power, and Advocacy for ESOL</p> <p>EDUC 580: Planning, Implementing & Assessing Instruction for ESOL</p>	<p>EDUC 540: Reading Responses</p> <p>EDUC 540: Discussion Leader</p> <p>EDUC 540: Narrative Case Study</p> <p>EDUC 550: Advocacy Project</p> <p>EDUC 580: Portfolio</p>	

ESOL Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	Courses: EDUC 540: Foundations for Teaching ESOL EDUC 550: Language, Power, and Advocacy for ESOL EDUC 580: Planning, Implementing & Assessing Instruction for ESOL	Assessment: EDUC 540: Narrative Case Study EDUC 550: Advocacy Project EDUC 580: Portfolio EDUC 590: Observations & Reflections	Clinical Practices: EDUC 590: ESOL Practicum
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Did anything for this section change from the EPP's proposal?

☐ Yes | ☒ No

If yes, please explain:

Clinical Practices

Linfield ESOL Graduate Practicum	https://drive.google.com/file/d/1m_-16zh43Dd1uHHhpOSHGAXbLas2lwHw/view?usp=share_link
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The ESOL Practicum is an in-depth examination of a candidate's knowledge, skills and dispositions required for satisfactory instruction of Emergent Bilingual students (EBs) and English Learners (ELs). As a two-credit semester course, the practicum consists of 4 observations of in-service candidates by a Linfield University Supervisor. **In addition, the Cooperating Teacher will complete two observations and one Final Evaluation according to OAR 584-400-0140, Section 8.** The purpose of the 90-hour practicum is to provide a space for the candidate to demonstrate proficiencies sufficient to navigate professional ESOL environments, technical lesson planning, curriculum design, and continuous improvement for ESOL teaching and learning. Using ESOL methods, candidates are expected to satisfactorily design, execute and present lesson plans specifically crafted for ELLs under the supervision of a Linfield University Supervisor.

Candidate performance is measured through a mid-term and final assessment (below) to demonstrate competencies on the OARS ESOL Standards that include SIOP Components, Linfield Professional Dispositions, and Technology Standards aligned with ITSE (see table on Key Assessments).

In addition, the practicum is designed to be taken along with EDUC 580 Planning, Implementing, and Assessing Instruction for ESOL. Taken together, these two courses mutually reinforce culturally and linguistically appropriate methods and strategies through guided practice in candidates' own classrooms. The requirements for the portfolio project in EDUC 580 (lesson plans, differentiation,

assessment, and reflections) will be realized in real time, while candidates are receiving guidance and mentoring from the University Supervisor and Cooperating Teacher.

Linfield ESOL Graduate Practicum Mid-term and Final Assessments	https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=p3TcZsKSmkujZcqTzhd64xkefnUTuUNIn0xNospzeBJUMII5N1RJVIJZMzJHUOMyUFBNUDdUQ0oyUyQIQCN0PWcu&Token=4d1c7f8c6e784399b7a012de61e715e1
Linfield ESOL Graduate Professional Dispositions and Technology Standards	https://linfield.sharepoint.com/:w:/r/sites/Education%20Department/_layouts/15/Doc.aspx?sourcedoc=%7B1C2F1A1F-4E34-4655-BD4B-E9419B0EF9D6%7D&file=Linfield%20ESOL%20Graduate%20Professional%20Disposition%20and%20Technology%20Rubrics.docx&action=default&mobileredirect=true

Did anything for this section change from the EPP's proposal?

☐ Yes | ☒ No

If yes, please explain:

Key Transitions

Program Assessments		
Admission	Retention	Completion
Participants must hold an Oregon teaching or administrative license	Successful completion of Narrative Case Study in EDUC 540. This case study serves as a practice model for the implementation of the Social Justice lesson plans that will be developed in students' final semester of the ESOL practicum. This assessment also serves as an analysis of how in-class observations of teacher practice can inform subsequent instruction for optimal student learning.	Semester 1
Submit non-degree enrollment application for ESOL Endorsement	Successful completion of Advocacy Project in EDUC 550. This project measures teacher awareness of the broader educational issues/gaps in support within their school or school district and challenges them to formulate a plan for improvement.	Semester 2
Application fee	Successful completion of Mid-term and Final exam in EDUC 545	Semester 3
	Successful completion of Portfolio in EDUC 580; Mid-term & Final Evaluation by the University Supervisor and Cooperating Teacher in EDUC 590. Passing score on the ORELA ESOL endorsement examination.	Semester 4

Did anything for this section change from the EPP's proposal?

☐ Yes | ☒ No

If yes, please explain:

Assessments and Rubrics/Scoring Guides

Did anything for this section change from the EPP's proposal?

☒ Yes | ☐ No

If yes, please explain: For the revisions, we took to heart reviewers' suggestions and eliminated Key Assessments #1, #3, and #4. Under advisement from the reviewers, we have revised the assessments below.

Key Assessment #1: ESOL Analyses Questions 1-6

Description of the assessment: The ESOL Endorsement Questions are an assessment to measure TESOL Standards in each of the courses. Candidates reflect on their own teaching context and connect to relevant research and theories on Second Language Acquisition, bicultural identity, and advocacy. There are six questions in total, each designed to assess TESOL standards for P-12 ESL Teacher Education. The ESOL Endorsement Questions will be used to demonstrate competency with one or two of these questions integrated into each course as it corresponds to the course content. Here is the schedule of when each question is assigned in each course:

EDUC 540: ESOL Analysis #5—Interview

EDUC 545: ESOL Analysis #1 & #4—Letter Home + Data analysis; Assessment

EDUC 550: ESOL Analysis #3 & #6—Collaboration; Advocacy Statement

EDUC 580: ESOL Analysis #2—Lesson Plan

For the purposes of the ESOL Endorsement Program Evaluation, Analysis #4 (Assessment) and #5 (Interview) will be adopted as the Key Assessments because they can be broken down into two to three sections, which can help us pinpoint areas where students' scores might be lower. With this information we can modify the course content to more thoroughly address the area for improvement to inform program improvement. These assessments are reliable because they will use the same rubrics and questions for each cohort to ensure consistency. The data collected will be from the same courses for each cohort. By checking the consistency of the results across cohorts, we can see how the results vary over time and under similar conditions. This will help ensure that this assessment is valid. The analyses are designed to align with the content of each course, so that the results can accurately describe each situation, to better ensure the validity of the measure.

For a summary and list of resources for each Analysis, please see:

ESOL Analyses and Rubrics:

<https://padlet.com/kavilalinfield/esol-analyses-41tngc97bqnfznzf>

Key Assessment #2: Mid-term and Final Evaluations (EDUC 590)

Description of assessment:

The Linfield ESOL Practicum is an in-depth experience and examination of a candidate's knowledge, skills, and dispositions required for informed and effective instruction of Emerging Bilinguals (EBs) and English Learners (ELs) and engage teachers in reflective and skilled practice. Using standards-based and research-based strategies, methods, and assessment, candidates are expected to satisfactorily design, implement, assess, and reflect on instruction specifically crafted for EBs/ELs under the supervision of a

Linfield University Supervisor. In addition, the student's Cooperating Teacher will conduct a Final Evaluation. Candidate performance is measured through a proficiency-based field rubric that measures the TESOL standards formally assessed in the Linfield Graduate ESOL program.

The measures in Assessment #2, Mid-term Evaluation & Final Evaluation, are reliable in that they are conducted at similar time frames in the semester using the same observation measures. They use the same measures to calculate teaching effectiveness. For example, the areas for improvement in the Mid-term evaluation will similarly show areas for improvement across cohorts, illustrating consistency and reliability. The Final Evaluation will identify areas of growth since the Mid-term across cohorts. Together this information can inform our program's strengths and areas for improvement. With these reliable assessments, we can better ensure that our data from cohort to cohort is valid and able to most accurately inform the ways that we look to improve our program.

How it is used in the program:

The mid-term evaluation is used by the Linfield University Supervisor to see how the teacher is incorporating the social justice lesson plan material into classroom instruction and curriculum design. The final evaluation is also used by the University Supervisor and the Cooperating Teacher to see how adjustments from the mid-term are improved upon and incorporated into teaching practice.

Link:

<https://forms.office.com/Pages/DesignPageV2.aspx?origin=NeoPortalPage&subpage=design&id=p3TcZsKSmkujZcqTzhd64xkefnUTuUNIn0xNospzeBJUMVNMzICUE9RVVVNVUwwUUVGM1Q2Uks3NCQIQCN0PWcu>

When it is administered:

The mid-term observation evaluation is used at the mid-point of the semester and the final one at the end of the semester.

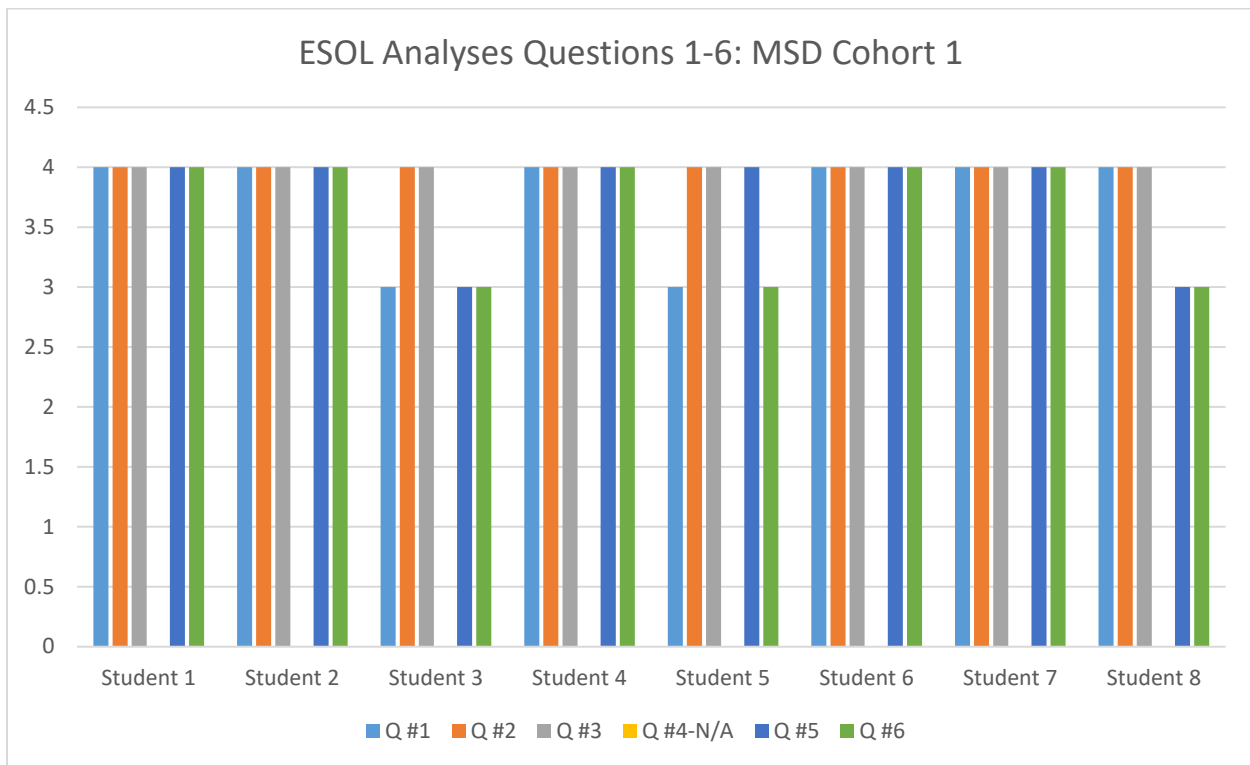
How assessments align to program standards:

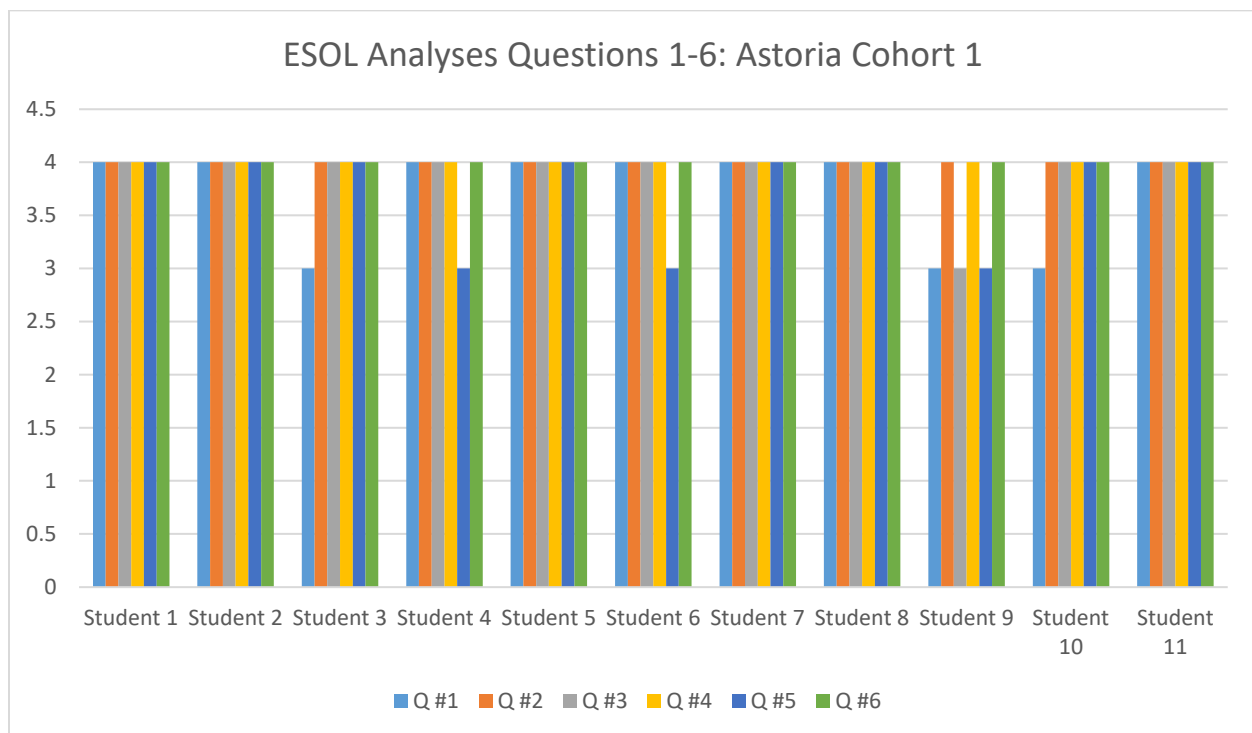
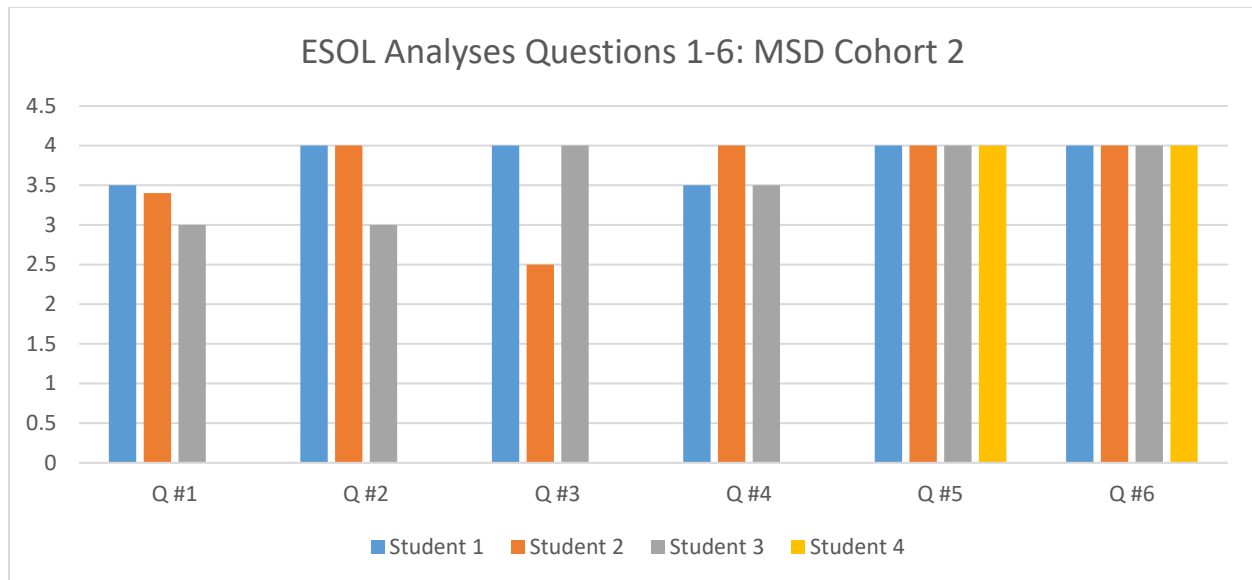
590 Assessment Matrix	EDUC 590: Mid-term Assessment	EDUC 590: Final Assessment	EDUC 590: Observations & Reflections	EDUC 590: 90-hour Practicum and ELD requirement
EDUC 590 Course Goals	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
EDUC Dept. Conceptual Framework	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3
Linfield University Core Themes	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4

InTASC Standards (CAEP 1.1)	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TESOL/NCATE Standards	3, 4	3, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5
584-420-0100 ELL Standards for All Programs	(b), (c)	(b), (c)	(a), (b), (c), (d), (f)	(a), (b), (c), (d), (e)

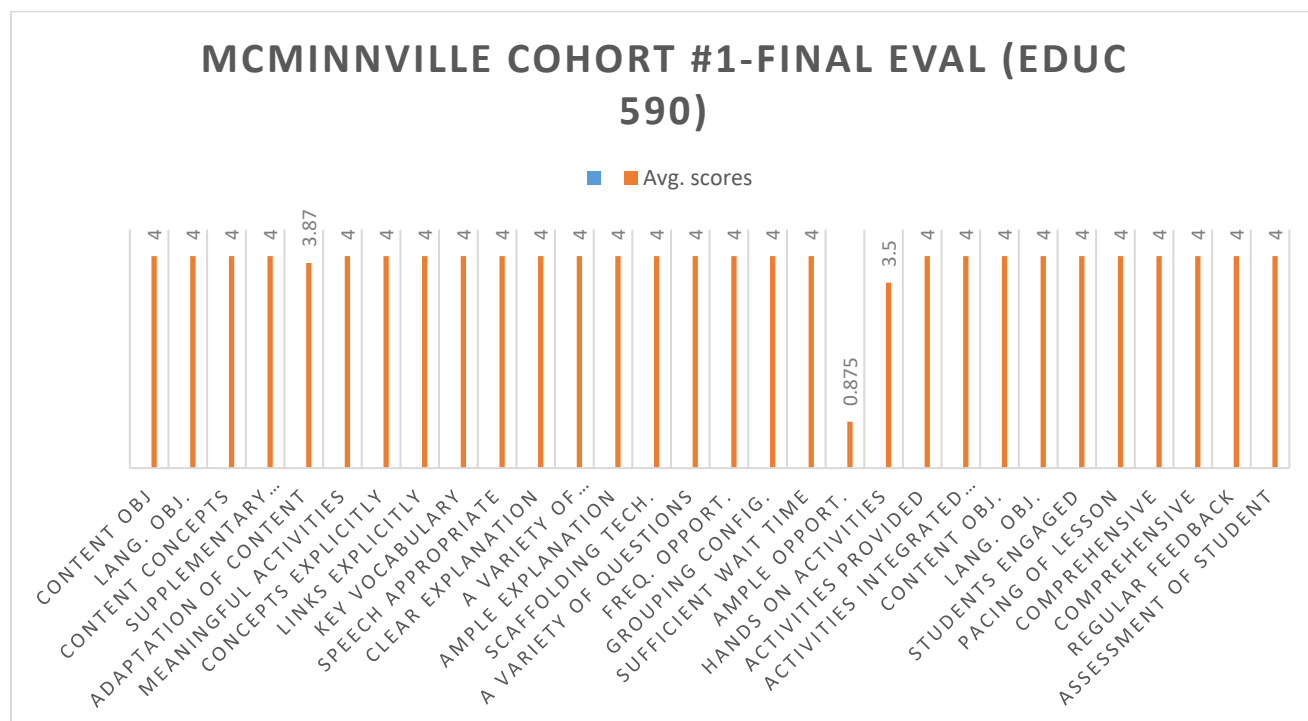
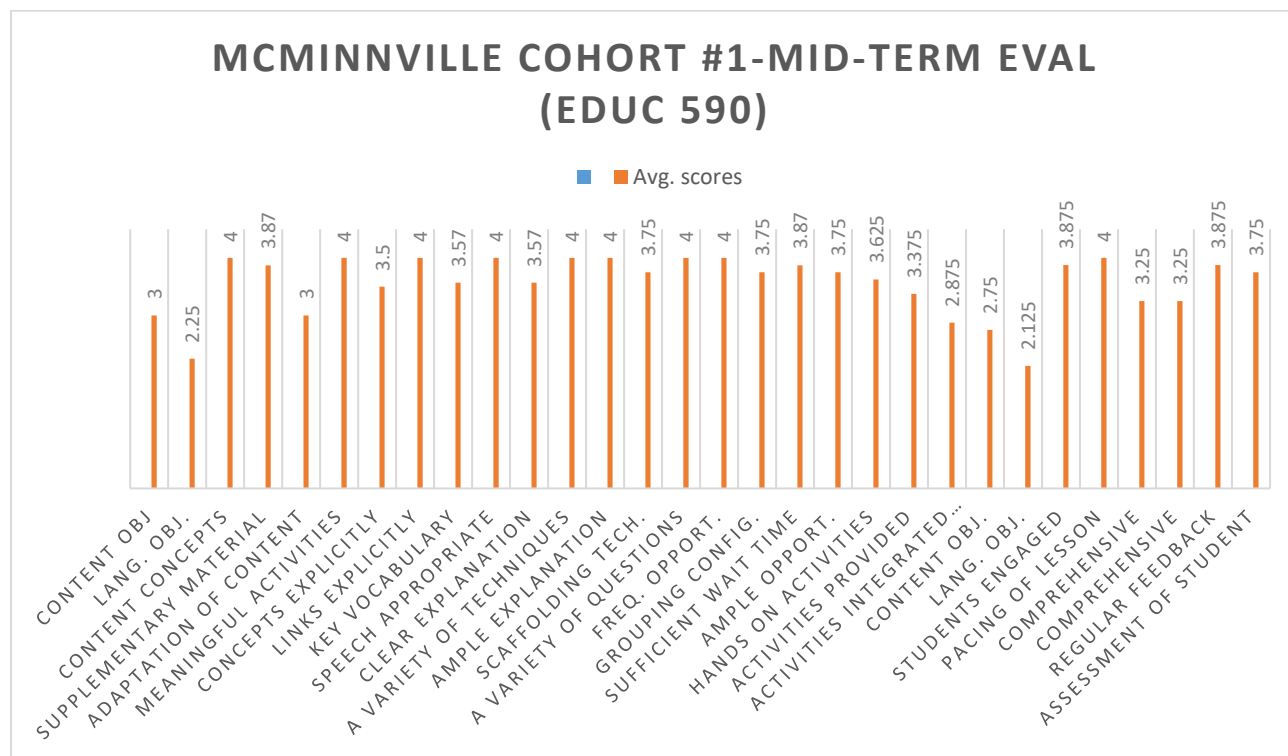
Data from Key Assessment #1: ESOL Analyses Questions 1-6

Each course incorporated at least one analysis question into the course work [according to the schedule above](#).

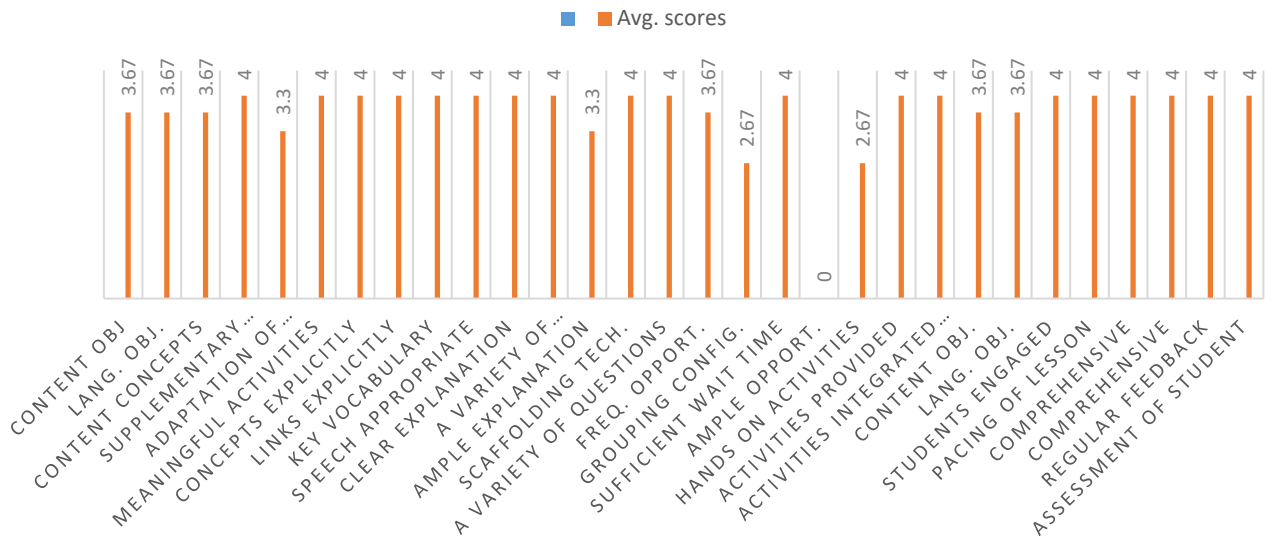




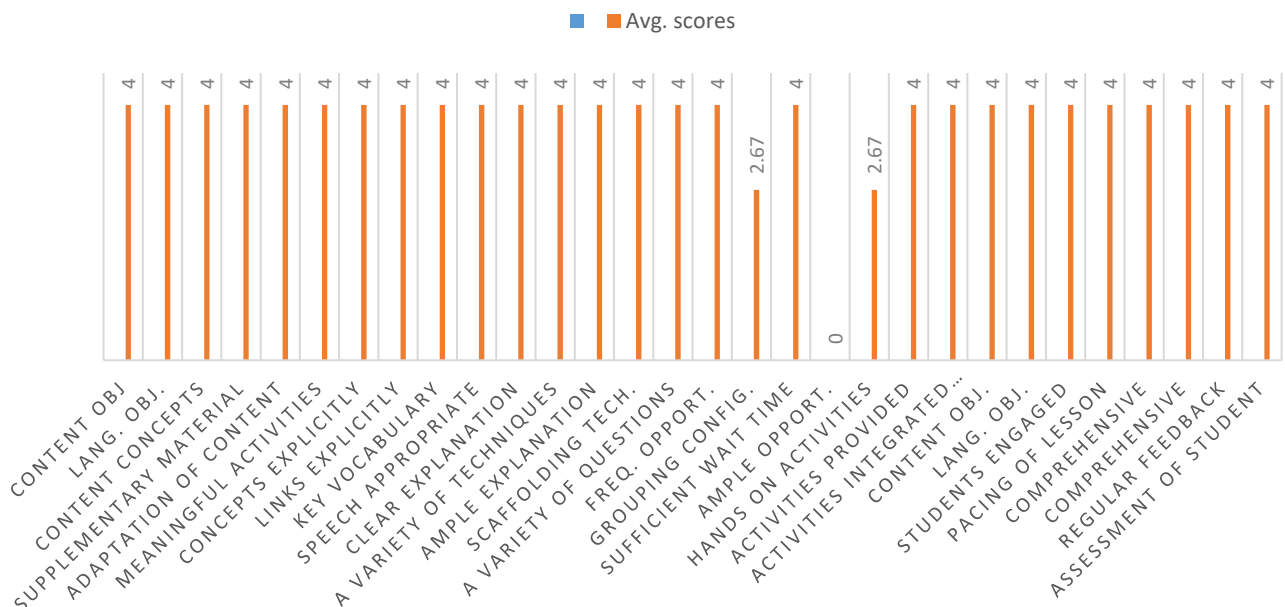
Data from Key Assessment #2: Mid-term and Final Evaluations (EDUC 590)



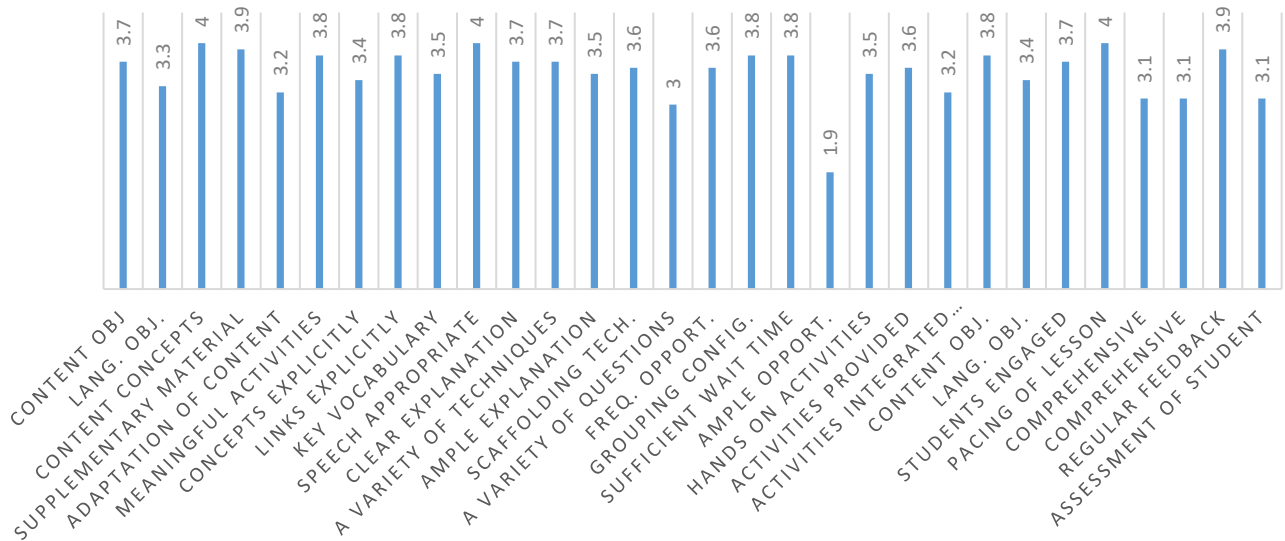
MSD COHORT #2-MID-TERM EVAL



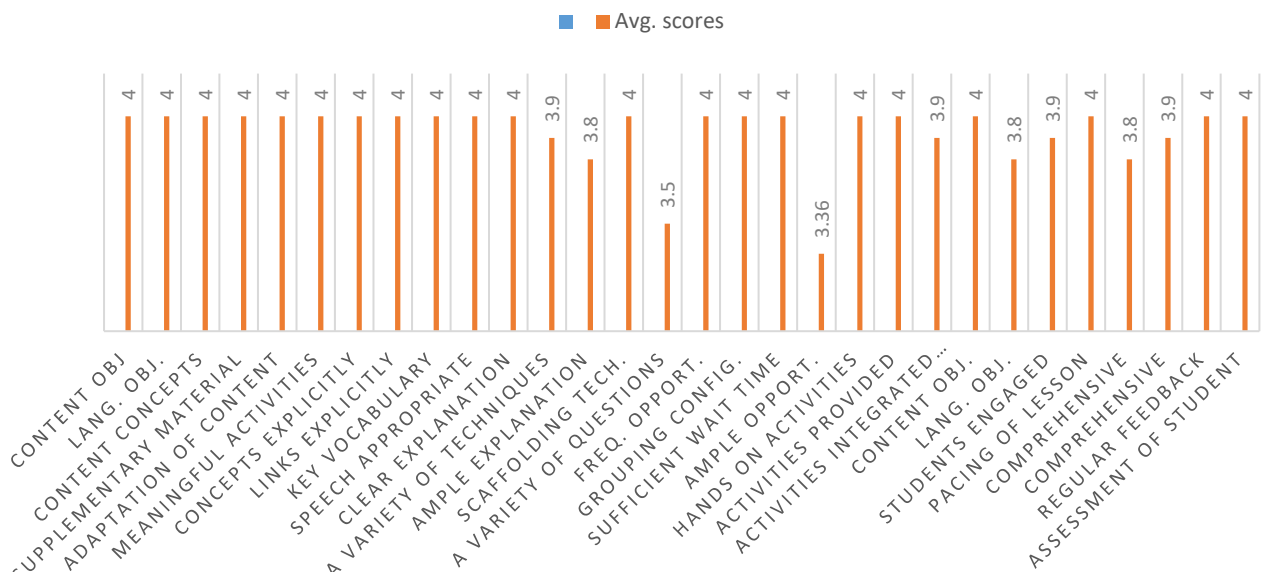
MSD COHORT #2-FINAL EVAL



ASTORIA COHORT #1-MID-TERM EVALS- AVG.Scores (0-4)



ASTORIA COHORT #1-FINAL EVALS



Summary Narrative of Data:

Key Assessment #1: ESOL Analyses Questions #4 (Assessment) & #5 (Interview)

These two questions offer an examination into EL/EB students and the teachers/specialist who teach them. ESOL Analysis #4 requires students to analyze language level identification, placement, and reclassification issues within their own schools or school district. They collect data on four EL/EB students that includes current ELPA language levels for reading, writing, speaking, and listening; identify

strengths, academic characteristics, and provide a description of the student beyond the test scores; examine goals and specific steps to move to the next ELPA level or exit out of the program; and investigate the educational history of each student. Being able to identify this information at the school level will assist teachers to expand their knowledge and be able to apply it school-wide. These results will inform program improvement by identifying how our classes are helping these candidates describe issues of accessibility and accommodations for EL/EBs, and how they are applying student feedback to inform their instruction.

ESOL Analysis #5 requires students to interview at least two people in the education profession that work with multilingual students, such as their mentor teacher, an ELD Specialist, SPED Specialist, Principal, EL assistant, or a TOSA, in order to understand their experiences and perspectives working with EL/EBs. They compare/contrast and analyze the information in relation to the theories and strategies they have been reading about in their Foundations class. This information is vital to our program improvement because it directly relates to EL/EB student learning and teacher effectiveness in facilitating this learning. We can use the results of this key assessment to identify the areas that we need to focus more heavily on to improve teacher effectiveness.

Key Assessment #2: Mid-term Evaluation and Final Evaluations

Comparing and contrasting the data from the Mid-term and Final Evaluations is informative to show student growth. In this regard, we see growth from the middle of the semester to the end in most rubric areas. This indicates that students are able to incorporate and improve upon their lesson plans in the second half of the semester from the feedback of the University Supervisor and the Cooperating Teacher. The Mid-term data points allow University Supervisors to scaffold their mentoring for improved student learning. In addition, we will add the Cooperating Teachers final evaluation data to identify patterns in students' scores as a way to inform program improvement.

Key Assessment #3: NES ESOL Exam

We would like to follow your advice and add the NES ESOL exam as a key assessment. We will examine scores from specific sections of the test to determine the areas that students may need extra support. Also, we can adjust/modify the content in a given course to address an area that students' scored lower in. These two aspects will help to inform the ways that we can improve our program.

Program Recruitment and Retention

Linfield University Education Preparation Program Five-Year Strategic Recruitment and Retention Plan <https://drive.google.com/file/d/1PbQYyvhOdji2gxBnzkaIPGp7vcxYXSJR/view?usp=sharing>.

Narrative:

We started our first ESOL Endorsement cohort in Spring 2020. For recruitment, we wanted to connect with our local school district in McMinnville, so I reached out to the Director of Human Resources and the Director of Curriculum & Instruction. We set up a meeting with the district stakeholders and Linfield faculty that would be involved in the endorsement program. Once we agreed upon a model of delivery and the location for the classes, the Director of HR sent out an email to all teachers to gauge the level of interest in enrolling. I held a Zoom information session for teachers to attend and ask questions about the program, courses, time commitment, etc. After this, we ultimately ended up with 8 teachers in the first cohort that completed all of the requirements to receive their endorsement.

Once the first cohort finished, we recruited for another cohort to start the semester after the completion of the first one, in Fall 2022. The aftermath of COVID had really drained the energy from many teachers, and I believe the effects from it led to a smaller number of teachers who were able to commit to the coursework. We started with five teachers, but two had to withdraw because of family commitments and burnout. However, we had three ultimately complete the requirements for the endorsement.

Our third cohort started in Spring 2022 and consisted of teachers in the Astoria School District. I followed a similar process to that of McMinnville of reaching out to the Director of Curriculum & Instruction to try to recruit for a cohort. I held a Zoom information session and we ultimately had 11 teachers join. This past Spring 2023, all 11 completed their coursework and are in the process of completing the NES ESOL exam. Because of the distance to Astoria, the courses were mostly held online with a handful of in person classes during the year of their study.

Addendum

N/A