# Mission / Purpose

Note: This program should be listed as Reading, Language and Literacy ESOL - Online MAT Degree Program (Georgia On My Line). The M.A.T. major in Reading, Language, and Literacy Education provides initial teacher preparation in ESOL for individuals holding bachelor’s degree and who have an interest in English to speakers of other languages in K-12 settings. The Master of Arts in Teaching (M.A.T.) enables ESOL paraprofessional or provisional teachers to earn initial certification. The course of study meets the requirements for professional certification at the initial level in ESOL and the requirements for a Reading Endorsement. The M.A.T. teacher education program for English for Speakers of Other Languages (ESOL) is one of the five distance learning programs and two non-degree endorsements offered by the College of Education at Georgia State University through Georgia OnmyLine (GOML). Georgia OnmyLINE provides access to a full array of online and distance education offerings from the 35 colleges and universities in the University System of Georgia. This M.A.T. in Reading, Language and Literacy Education (ESOL) at Georgia State University ("GSU") is a collaborative program between GSU, Valdosta State University ("VSU"), and North Georgia College and State University ("NGCSU"), institutions of the Board of Regents of the University System of Georgia. The mission of the Professional Education Faculty (PEF) is to provide scholarship and leadership for the betterment of education and human development. In our department, Middle-Secondary Education and Instructional Technology (MSIT), our mission is to engage in research, teaching, and service in urban environments with people from multiple cultural, ethnic, and linguistic backgrounds. We work collaboratively with people in schools, communities, and organizations in metropolitan Atlanta and around the world. We are committed to innovation and creativity and to pushing the boundaries of knowledge and practice. In this online program, we strive to realize our vision of pluralism, equity, and social justice where individuals have equal access to meaningful learning opportunities throughout their lives and the chance to apply their knowledge and skills for the greater good.

# Goals

**G 1: Content Knowledge**
Candidates are informed educators who have expert knowledge of the content needed to teach English to Speakers of Other Languages in grades PreK-12.

**G 2: Professional and pedagogical knowledge, skills, and dispositions**
Candidates are professional educators with advanced knowledge, skills, and dispositions needed to succeed in teaching English to Speakers of Other Languages in Grades PreK-12.

**G 3: Impact on student learning**
Candidates are highly effective educators whose teaching practices have a measurable impact on the English to Speakers of Other Languages learning of their students.

## Student Learning Outcomes/Objectives

**SLO 1: Demonstrate Content Knowledge (G: 1) (M: 1, 7)**
Candidates have knowledge and understanding of the major concepts, theories, methods, and research related to language acquisition and historical knowledge of theories, methods, and research on language acquisition (Goal 1). (Key Assessment - Content Knowledge: GACE II scores and Content Knowledge section of Final Teaching Evaluation rubric Overall Assessment Score for Content Curriculum).

**SLO 2: Demonstrate Professional and Pedagogical Skills (G: 1, 3) (M: 2, 3)**
Candidates create learning environments which support ESOL students' cultural identities, language and literacy development, and content area achievement through planning and implementation of a wide range of instructional methods, and curriculum materials; view teacher-researcher models of inquiry, professional development, collaboration with colleagues as career-long efforts and responsibilities; and advocate for ESOL students and their families (Goal 2). (Key Assessment- Planning: Teacher Work Sample rubric (Sections on Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction); Key Assessment- Clinical Practice: Midpoint Teaching Evaluation Instrument and Student Teaching Evaluation Rubric)

**SLO 3: Demonstrate Professional Dispositions (G: 1, 2) (M: 5)**
Candidates demonstrate empathy, a positive view of self and others, authenticity of interactions with others, and a long-range and meaningful purpose and vision (Goal 2). (Key Assessment - Dispositions: Unit-wide Dispositions Rubric)

**SLO 4: Uses a variety of assessments for impact on PreK-12 students (G: 3) (M: 4, 6)**
Candidates use a variety of formal and informal assessment tools and practices to plan effective instruction, to evaluate processes and products, and to monitor student learning. (Goal 3) (Key Assessment - Impact on Student Learning: Teacher Work Sample rubric (Section on Analysis of Student Learning))

## Measures (Key Assessments), Targets, and Findings

**M 1: Content Knowledge via Coursework (O: 1)**
Final Teaching Evaluation Rubric: Section on Overall Assessment Score for Content Curriculum (EDCI 7680)
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target for O1: Demonstrate Content Knowledge**

90% of candidates will demonstrate an adequately proficient (Score 3) or higher levels and 40% of candidates will demonstrate an effectively proficient level (Score 4) of knowledge in the English to Speakers of Other languages content area as shown in their Content Knowledge section of Final Teaching Evaluation rubric. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

**Findings 2012-2013 - Target: Met**

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level of knowledge in the English to Speakers of Other languages content area as shown in their Content Knowledge section in the TSLE 7250 SP 13 course work.

**Findings 2011-2012 - Target: Met**

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level of knowledge in the English to Speakers of Other languages content area as shown in their Content Knowledge section of Final Teaching Evaluation rubric.

**Findings 2010-2011 - Target: Met**

100% of candidates in 2010-11 scored at the proficient level (Score 4 or higher) of knowledge in the English to Speakers of Other languages content area as shown in their Content Knowledge section of Final Teaching Evaluation rubric. M.A.T. Content Knowledge (Summer 2010, Fall 2010, & Spring 2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-(0 pts) Candidates can discuss the major concepts, theories, methods, and research related to the nature and acquisition of language; discuss how this knowledge has aided you in the creation of learning environments that support the language and literacy development and content area achievement of ELLs, and demonstrate the impact of pedagogy informed by our current and historical knowledge of theories, methods, and research on language acquisition on the linguistic, literacy, and content area achievement of ELLs (both individuals and groups) through the inclusion of student work. 21 Candidates are knowledgeable about the major concepts, theories, and research related to the nature and role of culture and cultural groups and the ways in which you use those theories to construct learning environments that support ESOL students' cultural identities, language and literacy development and content area achievement. 21

**M 2: Planning Performance (O: 2)**

Teacher Work Sample rubric: Sections on Contextual Factors, Learning Goals, Assessment Plan, and Design for Instruction (EDCI 7680).

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target for O2: Demonstrate Professional and Pedagogical Skills**

90% of candidates will demonstrate an acceptably proficient (Score 3) or higher levels and 40% of candidates will demonstrate a proficient level (Score 4) in the area of planning as shown in their Teacher Work Sample rubric (Sections on Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction). These levels are expected by the end of student teaching/final internship, indicating readiness for certification.

**Findings 2012-2013 - Target: Met**

100% of candidates in 2012-13 scored at a proficient level (score 4) in the area of planning as shown in their Teacher Work Sample rubric (Sections on Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction). –administered in EDCI 7680 SP 13.

**Findings 2011-2012 - Target: Met**

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level and 70% of candidates in 2011-12 scored a proficient level (4 or higher) of knowledge in the area of planning as shown in their Teacher Work Sample rubric (Sections on Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction).

**Findings 2010-2011 - Target: Met**

100% scored at the proficient level (Score 4 or higher) M.A.T. Planning performance (Summer 2010, Fall 2010, & Spring 2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-(0 pts) Candidates have demonstrated the ability to plan for lessons for learners of English as a second language. 21

**M 3: Clinical Practice at Midpoint (O: 2)**

Midpoint Teaching Evaluation Instrument (EDCI 7660)

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target for O2: Demonstrate Professional and Pedagogical Skills**

90% of candidates will demonstrate an adequate level (Score 3) or higher levels and 40% of candidates will demonstrate an effective level (Score 4) in the area of clinical practice at midpoint as shown on their scores of the Midpoint Teaching Evaluation Instrument. This level is expected by the midpoint of the practicum internship.

**Findings 2012-2013 - Target: Met**

100% of candidates in 2012-13 scored a proficient (Score 4) level in the area of clinical practice as shown on their scores of the Midpoint Teaching Evaluation Instrument as administered in TSLE 7440 SP'13.

**Findings 2011-2012 - Target: Met**

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level in the area of clinical practice as shown on their scores of the Midpoint Teaching Evaluation Instrument.

**Findings 2010-2011 - Target: Met**

100% scored at the proficient level (Score 4 or higher). M.A.T. clinical practice at midpoint (Summer 2010, Fall 2010, & Spring
2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-(0 pts) Candidates have successfully taught ESOL students while utilizing ESOL pedagogy and approaches acquired in the courses at the midpoint of their coursework. 2 1

### M 4: Clinical Practice at Endpoint (O: 4)

**Target for O4: Uses a variety of assessments for impact on PreK-12 students**

90% of candidates will demonstrate an adequate level (Score 3) or higher levels and 40% of candidates will demonstrate an effective level (Score 4) in the area of clinical practice at midpoint as shown on their scores of the Final Teaching Evaluation Instrument. This level is expected by the end of student teaching/final internship, indicating readiness for certification.

#### Findings 2012-2013 - Target: Met

100% of candidates in 2012-13 scored an adequately proficient (Score 3) level in the area of clinical practice as shown on their scores of the final Teaching Evaluation Instrument as administered in EDI 7680 SP 13.

#### Findings 2011-2012 - Target: Met

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level in the area of clinical practice as shown on their scores of the final Teaching Evaluation Instrument.

#### Findings 2010-2011 - Target: Met

100% of the candidates scored at the proficient level. (4 or higher) M.A.T. clinical practice at endpoint (Summer 2010, Fall 2010, & Spring 2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-(0 pts) Candidates have successfully taught ESOL students while utilizing ESOL pedagogy and approaches acquired in the courses at the end of the program. 2 1

### M 5: Dispositions (O: 3)

**Unit-wide Dispositions Rubric**

**Target for O3: Demonstrate Professional Dispositions**

90% of candidates will demonstrate an acceptable level of performance (Score 3) or higher levels and 40% of candidates will demonstrate an exceptional level (Score 4) in the area of dispositions as shown in their Unit-Wide Dispositions rubric. These levels are expected by the end of student teaching/final internship, indicating readiness for certification.

#### Findings 2012-2013 - Target: Met

100% of candidates in 2012-13 scored an proficient (Score 4) level in the area of clinical practice as shown on their scores of the unit wide dispositions rubric as administered in EDI 7680 SP 13.

#### Findings 2011-2012 - Target: Met

100% of candidates in 2011-12 scored a proficient level (4 or higher) in the area of dispositions as shown in their Unit-Wide Dispositions rubric.

#### Findings 2010-2011 - Target: Met

100% of the candidates scored at the proficient level or higher (score 4). M.A.T. Dispositions (Summer 2010, Fall 2010, & Spring 2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-(0 pts) Candidates believe in the worth, ability and potential of others; trust learner’s capacity for change; believe others can and will rather than can’t or won’t. Candidates believe in the worth, ability and potential of self; possess a fundamentally positive sense of self-adequacy, capability and dependability; have positive expectations of self 2 1

### M 6: Effects on P-12 Student Learning (O: 4)

**Target for O4: Uses a variety of assessments for impact on PreK-12 students**

90% of candidates will demonstrate an acceptable level (Score 3) or higher levels and 40% of candidates will demonstrate a proficient level (Score 4) in the area of effects on P-12 Student Learning as shown on their scores of the Teacher Work Sample rubric (Section on Analysis of Student Learning). This level is expected by the end of student teaching/final internship, indicating readiness for certification.

#### Findings 2012-2013 - Target: Met

100% of candidates in 2012-13 scored an exemplary (Score 5) level in the area of effects on P-12 Student Learning as shown on their scores of the Teacher Work Sample rubric (Section on Analysis of Student Learning)-administered in EDI 7680 SP 13.

#### Findings 2011-2012 - Target: Met

100% of candidates in 2011-12 scored an adequately proficient (Score 3) level and 75% of candidates in 2011-12 scored a proficient level (4 or higher) in the area of effects on P-12 Student Learning as shown on their scores of the Teacher Work Sample rubric (Section on Analysis of Student Learning).

#### Findings 2010-2011 - Target: Met

100% of the candidates scored at the proficient level (4 or higher). M.A.T. Effects on P-12 Student Learning (Summer 2010, Fall 2010, & Spring 2011) Advanced (5 pts) Proficient(4 pts) Basic (3 pts) Develop-ing (2 pts) Beginner-(1 pts) No Evidence-
M7: Content Knowledge: GACE II Scores (O: 1)
Candidate performance on GACE tests for English to Speakers of Other Languages (forms 119 and 120). * * Data for students who pursued a certification only is included.
Source of Evidence: Certification or licensure exam, national or state

Target for O1: Demonstrate Content Knowledge
100% of candidates will pass the GACE 1 and 2 tests by the end of student teaching/final internship, indicating readiness for certification.

Findings 2012-2013 - Target: Not Reported This Cycle
GACE Scores for 2012-2013 are still pending as of May 29, 2013. I am still waiting on our college data administrator’s response about it. However, our passing rate for GACE tests has been 100% over the past two years (2009-2011), which indicates that our students are able to take and pass the content tests.

Findings 2011-2012 - Target: Met
GACE Scores for 2011-2012 are still pending as of 10/16/2012. I am still waiting on Berlinda’s response about it. However, our passing rate for GACE tests has been 100% over the past two years (2009-2011), which indicates that our students are able to take and pass the content tests.

Findings 2010-2011 - Target: Met
100 percent of the candidates passed the GACE tests. See table below M.A.T. Content Knowledge GACE (Summer 2010, Fall 2010, & Spring 2011) Pass Fail English to Speakers of Other Languages (ESOL), Test I 3 English to Speakers of Other Languages (ESOL), Test II 3

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Portfolio support
We will work with those students who will be completing their portfolios throughout the upcoming year of data collection.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Implementation Description: Time for complete implementation
Projected Completion Date: 09/2010
Responsible Person/Group: Frances Howard
Additional Resources: 0
Budget Amount Requested: $0.00 (no request)

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Strengthening Professional Standard
Compared to other standards in the portfolio, the reading endorsement standard 10, "students view professional development as a career long effort and responsibility" has been ranked the lowest. This result indicates that students need to be better prepared to address this standard in the course work as well as in the program. Therefore, the coordinator of the program will communicate with each of the students and course instructors to encourage the students to participate in various professional development opportunities and to document their activities throughout the program.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Responsible Person/Group: Jayoung Choi

Improving clinical practice
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving their teaching performance. This means that candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure (Key Assessment) | Outcome/Objective):
  Measure (Key Assessment): Clinical Practice at Midpoint | Outcome/Objective: Demonstrate Professional and Pedagogical Skills
  Implementation Description: Candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.
  Projected Completion Date: 06/2012
  Responsible Person/Group: Jayoung Choi & other MSIT faculty

Improving clinical practice at endpoint
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving their teaching performance. This means that candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure (Key Assessment) | Outcome/Objective):
  Measure (Key Assessment): Clinical Practice at Endpoint | Outcome/Objective: Uses a variety of assessments for impact on PreK-12 students
  Implementation Description: Candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.
  Responsible Person/Group: Jayoung Choi & other MSIT faculty

Improving content knowledge
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in this content knowledge. This means that we set our expectations from the outset clearly and we maintain closer monitoring of candidates' obtaining content knowledge.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure (Key Assessment) | Outcome/Objective):
  Measure (Key Assessment): Content Knowledge via Coursework | Outcome/Objective: Demonstrate Content Knowledge
  Implementation Description: As we were successful in attaining this target, we will continue with our implementation plan of effective monitoring of our students and effective teaching.
  Projected Completion Date: 06/2012
  Responsible Person/Group: Jayoung Choi & MSIT Faculty
improving content knowledge, GACE
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving their GACE scores. This means that candidates’ content knowledge learning is monitored through course work and additional support to prepare for the tests is provided in their last semester of the program by the program coordinator.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
Measure (Key Assessment): Content Knowledge: GACE II Scores | Outcome/Objective: Demonstrate Content Knowledge

Implementation Description: Candidates’ content knowledge learning is monitored through course work and additional support to prepare for the tests is provided in their last semester of the program by the program coordinator.
Projected Completion Date: 06/2012
Additional Resources: Jayoung Choi & other MSIT faculty

improving dispositions
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving dispositions. This means that expectations are clearly stated and delivered to the candidates at the outset and their work is consistently monitored throughout the program.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
Measure (Key Assessment): Dispositions | Outcome/Objective: Demonstrate Professional Dispositions

Implementation Description: Expectations are clearly stated and delivered to the candidates at the outset and candidates’ work is consistently monitored throughout the program by the program coordinator.
Projected Completion Date: 06/2012
Responsible Person/Group: Jayoung Choi & other MSIT faculty

improving effects on P-12 student learning
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving their impact on learners’ learning. This means that candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
Measure (Key Assessment): Effects on P-12 Student Learning | Outcome/Objective: Uses a variety of assessments for impact on PreK-12 students

Implementation Description: Candidates’ teaching performance will be closely monitored through course work and through internship, which will be supervised by the university supervisor and the mentor teacher.
Projected Completion Date: 06/2012
Responsible Person/Group: Jayoung Choi & other MSIT faculty

improving planning
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving planning. This means that candidates will be requested to plan rigorous lessons taking into account multiple factors through course work and through internship, which will be supervised by the university supervisor and the mentor teachers.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
Measure (Key Assessment): Planning Performance | Outcome/Objective: Demonstrate Professional and Pedagogical Skills

Implementation Description: Candidates will be requested to plan rigorous lessons taking into account multiple factors through course work and through internship, which will be supervised by the university supervisor and the mentor teachers.
Projected Completion Date: 06/2012
Responsible Person/Group: Jayoung Choi & other MSIT faculty

more rigorous lesson planning and implementation
While 100% of our students attained this target, we will work harder to ensure that most if not all of our students attain a higher overall score in improving planning. This means that candidates will be requested to plan rigorous lessons taking into account multiple factors through course work. This will be closely monitored by program coordinator and course instructors who teach practicum courses.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure (Key Assessment) | Outcome/Objective):
Measure (Key Assessment): Clinical Practice at Endpoint | Outcome/Objective: Uses a variety of assessments for impact on PreK-12 students

Analysis Questions and Analysis Answers
**ACADEMIC PROGRAM QUESTION 1:**
What changes in the assessment process has your degree program made since last year's assessment report? (e.g. revised learning outcomes, measures, targets, etc.) Why were these changes made? What changes and improvements in the assessment process will you make in the coming academic year?

No changes have been made to our assessment process since the last reporting year. We are in the process of using our data better to understand needs in the program in the upcoming year.

**ACADEMIC PROGRAM QUESTION 2:**
What is the impact of the data obtained from assessment findings on your educational degree program? What changes and improvements to your educational program will be made based on this year's assessment data? (e.g., revised curriculum, courses, sequence, etc.) If changes to curriculum or courses are made for other reasons, please explain.

We have streamlined our assessment system throughout the program by integrating key assessments in each of the courses. This has made much easier to collect data about students' performance in each of the key assessments. The data have shown that we need more discussion about teacher professional development and the impact of globalization in teaching. We have decided to address these specifically in the capstone practicum course, EDCI 7660, in which students typically complete their exit portfolios and acquire more field based experiences. We will document how this addition is reflected in their exit portfolio narratives in the upcoming year.