NOTE: The Attachment to Figure 1 lists additional assessments used to evaluate this program.  
NOTE: If program standards have been adopted that are not KSDE standards, they are preceded by an asterisk (*).  
NOTE: Summary assessments that are reported to KSDE are preceded by a number in the first column.

### Transition Points in this Program:
I: Program Admission  
II: Admission to Practicum  
III: Exit from Practicum  
IV: Program Completion

<table>
<thead>
<tr>
<th>KS DE #</th>
<th>Common Assessment</th>
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</tr>
</thead>
</table>
| 6       | CI 775 Applied Linguistics Final Assessment | Target: 16-18 items possible points  
Acceptable: 12-15 items possible points  
Unacceptable: 0-11 items possible point | CI 775—Applied Linguistics: ESL/Bilingual Teacher(s) | II | CKS1 | Content Knowledge |
| 3       | ESOL Practicum Evaluation: Items 1-17 | Target: 15-17 items with 3, 4, or 5 on the 1-5 scale  
Acceptable: 12-14 items with 3, 4, or 5 on the 1-5 scale  
Unacceptable: 0-11 items with 3, 4, or 5 on the 1-5 scale | CI 747L—Practicum: ESL/Bilingual Education | III | HDD2 C3 | Professional and Pedagogical Knowledge and Skills |

**Standard 1:** The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.
<table>
<thead>
<tr>
<th>KS DE #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>CI 776 ESOL: Second Language Acquisition “SHOWCASE”</td>
<td>Target: 5 categories with 3, 4, or 5 on the 1-5 scale Acceptable: 4 categories with 3, 4, or 5 on the 1-5 scale Unacceptable: 0-3 categories with 3, 4, or 5 on the 1-5 scale</td>
<td>CI 776—Second Language Acquisition</td>
<td>II</td>
<td>CTA1</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>3</td>
<td>ESOL Practicum Evaluation Items 1-17</td>
<td>Target: 15-17 items with 3, 4, or 5 on the 1-5 scale Acceptable: 12-14 items with 3, 4, or 5 on the 1-5 scale Unacceptable: 0-11 items with 3, 4, or 5 on the 1-5 scale</td>
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<td>III</td>
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<td>III</td>
<td>HDD2 C3</td>
<td>Professional and Pedagogical Knowledge and Skills</td>
</tr>
<tr>
<td>4</td>
<td>ESOL Practicum Evaluation Items 18-27</td>
<td>Target: 9-10 items with 3, 4, or 5 on the 1-5 scale Acceptable: 7-8 items with 3, 4,</td>
<td>CI 747L—Practicum: ESL/Bilingual Education</td>
<td>III</td>
<td>CTA3 C3</td>
<td>Student Learning</td>
</tr>
<tr>
<td>KS DE #</td>
<td>Common Assessment</td>
<td>Criterion</td>
<td>Course Where Assessment is Administered</td>
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<td>CI 775 Applied Linguistics Final Assessment</td>
<td>or 5 on the 1-5 scale Unacceptable: 0-6 items on the 1-5 scale</td>
<td>C I 775—Applied Linguistics: ESL/Bilingual Teacher(s)</td>
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<td>CKS1</td>
<td>Content Knowledge</td>
</tr>
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<td>3</td>
<td>ESOL Practicum:Evaluation Items 1-17</td>
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<td>C I 747L—Practicum: ESL/Bilingual Education</td>
<td>III</td>
<td>HDD2 C3</td>
<td>Professional and Pedagogical Knowledge and Skills</td>
</tr>
<tr>
<td>8</td>
<td>CI 777 ESOL: Assessment Final Exam</td>
<td>Target: 4 categories with 3, 4, or 5 on the 1-5 scale Acceptable: 3 categories with 3, 4, or 5 on the 1-5 scale Unacceptable: 0-2 categories with 3, 4, or 5 on</td>
<td>C I 777—ESL Assessment</td>
<td>II</td>
<td>C2</td>
<td>Pedagogical Content Knowledge &amp; Skills</td>
</tr>
</tbody>
</table>

**Standard 5**: The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.

**Standard 6**: The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment tools to determine program placement, exit criteria, and participation in state assessments.
## Wichita State University

### English for Speakers of Other Languages, Table 2

<table>
<thead>
<tr>
<th>KS DE #</th>
<th>Common Assessment</th>
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| 4      | ESOL Practicum Evaluation Items 18-27 | Target: 9-10 items with 3, 4, or 5 on the 1-5 scale  
Acceptable: 7-8 items with 3, 4, or 5 on the 1-5 scale  
Unacceptable: 0-6 items on the 1-5 scale | C I 747L—Practicum: ESL/Bilingual Education | III | CTA3 C3 | Student Learning |

**Standard 7:** The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.

| 5      | Online Research: Methods for language development skills in Listening, Speaking, Reading, and/or Writing | Target: 90-100%  
Acceptable: 70% -89%  
Unacceptable: 0-69% | CI 774—Teaching English as a Second Language | II | T1 | Pedagogical Content Knowledge & Skills |

| 2      | ESOL Practicum Evaluation Items 28-32 | Target: 5 items with 3, 4, or 5 on the 1-5 scale  
Acceptable: 3-4 items with 3, 4, or 5 on the 1-5 scale  
Unacceptable: 0-2 items with 3, 4, or 5 on the 1-5 scale | C I 747L—Practicum: ESL/Bilingual Education | III | C3 PR2 | Disposition |

**Standard 8:** The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.

| 5      | Online Research: Methods for language development skills in Listening, | Target: 90-100%  
Acceptable: 70% -89%  
Unacceptable: 0-69% | CI 774—Teaching English as a Second Language | II | T1 | Pedagogical Content Knowledge & Skills |
### Wichita State University
### English for Speakers of Other Languages, Table 2

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<td>HDD2 C3</td>
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<td>Target: 90-100% Acceptable: 70% -89% Unacceptable: 0-69%</td>
<td>CI 774—Teaching English as a Second Language</td>
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<td>C I 747L—Practicum: ESL/Bilingual Education</td>
<td>III</td>
<td>HDD2 C3</td>
<td>Professional and Pedagogical Knowledge and Skills</td>
</tr>
</tbody>
</table>

**Standard 9:** The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.

**Standard 10:** The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.
<table>
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<tbody>
<tr>
<td>4</td>
<td>ESOL Practicum Evaluation: Items 18-27</td>
<td>0-2 categories with 3, 4, or 5 on the 1-5 scale</td>
<td>C I 747L—Practicum: ESL/Bilingual Education</td>
<td>III</td>
<td>CTA3 C3</td>
<td>Student Learning</td>
</tr>
</tbody>
</table>
Describing Operation of the Program Assessment Plan
Approved 9-7-04

Program evaluation in the English for Speakers of Other Languages (ESOL) Program occurs both (a) to make decisions about individual candidates’ progress through the program and (b) to make decisions about the effectiveness of the program at preparing candidates to meet the standards of the program. This document describes the operation of the ESOL Program Assessment Plan. It first describes how decisions are made regarding individual candidates and then describes how decisions are made regarding the effectiveness of the program.

Decisions about Individual Candidate Progress

There are four transition points at which decisions are made regarding candidates in the ESOL Program. These are identified in the attachment to the English for Speakers of Other Languages Program Assessment Plan Figure 1. This section will describe how decisions are made at each of these transition points.

Transition Point: Program Admission

Applicants to the ESOL Program must submit the materials identified in the attachment to Figure 1 of the ESOL Program Assessment Plan. Applications may be submitted any time.

Undergraduate applicants must submit an application to the ESOL Program to the ESOL Coordinator. The ESOL Coordinator checks with the Office of Education Support Services (ESS) to verify that they have been (a) fully admitted to Teacher Education, and (b) are enrolled in an Early Childhood Unified, Elementary, Middle Level or Secondary Licensure Program. When Undergraduate applicants are accepted to the Teacher Education Program, they can enroll in any ESOL courses offered, except CI 747L ESOL: Practicum which is taken last or taken concurrently with only one other ESOL course.

Graduate applicants must submit an application that is accompanied by a copy of their current teaching license to the ESOL Coordinator who checks with the Graduate School to determine if the applicant has been admitted by the Graduate School. As soon as Graduate applicants are accepted to the Graduate School, they can enroll in any ESOL courses offered, except CI 747L ESOL: Practicum which is taken last or taken concurrently with only one other ESOL course.

Applicants who meet the criteria are admitted and are informed of the decision in a letter from the ESOL Coordinator. Denied applicants are told in the letter what they are lacking and are provided suggestions on how to improve the likelihood of acceptance should they choose to reapply.

Transition Point: Admission to Practicum

Candidates applying to CI 747L ESOL Practicum must submit the Eligibility Request Form for the ESOL Practicum and a current transcript. The deadlines for the ESOL Practicum
are listed on the *Eligibility Request Form* for the ESOL Practicum. This application is reviewed by the ESOL Coordinator to determine a candidate’s eligibility.

The ESOL Program Coordinator uses the student’s transcript to determine if the candidates have acceptable grades (“C” for undergraduates, “B” for graduates) in all ESOL courses. The ESOL program coordinator checks the candidates’ records to determine if they have meet criteria on all ESOL course assignments. For undergraduate candidates the Coordinator also checks with ESS to see if candidates have completed the licensure criteria for their chosen teacher licensure program. The Coordinator forwards the names of the approved candidates to the College of Education Placement Director for a practicum placement. The Placement Director informs the candidates of their assigned practicum sites through an email with a copy to the ESOL Coordinator.

Program applicants who are denied admission are informed of that fact in a letter from the ESOL Coordinator that specifies which criteria are not met and provides suggestions on how to rectify the problem. They can visit with the ESOL Program Coordinator to verify the successful completion of other ESOL courses required as prerequisites for the ESOL Practicum. Any further appeal can be made to the Chair of the Department of Curriculum and Instruction.

Transition Point: Exit from ESOL Practicum

By the end of the practicum semester, candidates completing their CI 747L ESOL Practicum will have been evaluated using the summative evaluation instruments—*ESOL Practicum Co-operating Teacher Assessment form* and *ESOL Practicum University Supervisor form*. The candidate’s cooperating teacher and University supervisor complete the assessment forms. All candidates must receive a rating of “3” or higher on 60% of the items for each program standard. In addition to acceptable ratings in each ESOL course, candidates must achieve 80% Mastery or above on the ESOL TWS. The instructor assigns the practicum course grade after examining both sets of ratings and the ESOL TWS. The Undergraduate candidate must earn a “C” while the Graduate candidate must earn a “B” in CI 747L ESOL Practicum. If the candidate earns a high enough grade for the practicum but does not reach criterion on the ESOL TWS, the instructor assigns a grade of incomplete until the candidate achieves 80% Mastery on the ESOL TWS.

A candidate who has not satisfactorily completed clinical practice is so informed in a letter from the ESOL Coordinator that provides the reason(s) for the decision and their right to appeal. The candidate may meet with the instructor to clarify that decision. Any further appeal can be made to the Chair of the Department of Curriculum and Instruction.

Transition Point: Program Completion

Undergraduate candidates must earn a “C” or better in each ESOL course including the ESOL Practicum. Graduate candidates must earn a “B” or better in each ESOL course including the ESOL Practicum. In addition to acceptable ratings in each ESOL course, candidates must achieve 80% Mastery or above on the ESOL TWS.
Candidates applying to complete their ESOL Endorsement will submit an application of request for the ESOL Endorsement to the Office of Education Support Services (Teacher Education) at any time. The Licensure Section of the office will assist the candidate in the process of obtaining the ESOL Endorsement.

A candidate who has applied for ESOL Endorsement but has not satisfactorily completed the program is so informed in a letter from the Licensure Officer that provides the reason(s). The candidate can meet with the ESOL Coordinator to walk through his/her transcript to review all required courses for the program completion. Any further appeal can be made to the Chair of the Department of Curriculum and Instruction.

Decisions about the Effectiveness of the Program

Decisions about the effectiveness of the ESOL Program are made by the ESOL Program Committee, in consultation with the ESOL Advisory Council utilizing aggregated data from transition points, program follow-up surveys, external reviews, and state required endorsement test. This section describes how decisions are made about the program’s effectiveness at preparing candidates to meet the standards adopted for the program.

Who Reviews the Data

The ESOL Program Committee is the primary group responsible for reviewing the data and for making decisions about the adequacy of the program. The ESOL Program Committee obtains advice from the ESOL Advisory Council. Membership in these groups and the terms in office are consistent with the Professional Education Unit Governance document.

Frequency of and Nature of the Reviews

At least once each year, the ESOL Program Committee examines program data to ascertain program effectiveness. After making tentative conclusions about the program and any changes, it forwards to the Advisory Council the aggregated data that have led it to believe changes are or are not needed along with its proposed changes (if any). The Committee may also make recommendations about possible changes in the Conceptual Framework. The Council examines these and offers advice on (a) whether the decision(s) about the need for changes is/are consistent with what the data show, (b) whether any proposed changes will reasonably address the problem(s) that have been detected, and (c) any additional suggestions members may have for improving the program. After receiving the recommendations of the Council, the Committee makes final decisions about program changes to be recommended, if any, and forwards those to the appropriate University groups according to University policy.

Questions to be considered by the ESOL Program Committee

At a minimum, the annual review by the ESOL Program Committee considers the Core Questions in Appendix A of the Unit’s “Program Assessment” document. If changes are being recommended for the program, for the common assessments and their rubrics, or for the criteria
to be used, the Committee identifies the data that will be used in the following year(s) to examine the effectiveness of the changes.

If changes were made as a result of the prior reviews of program data, the Committee also examines the data to determine the success of those changes or any collateral adverse results from the changes.

**Data to be Examined at Yearly Reviews**

For the yearly reviews, the ESOL Program Committee examines aggregated data for the preceding year. This includes but is not limited to aggregated data from (a) decisions made about individual candidates at transition points, (b) the ESOL advising survey, (c) surveys of program completers, (d) surveys of employers of program completers, (f) any external reviews that occurred in the past year, and (g) program completers’ results on the state licensure exam in ESOL (after a test is selected by the state for ESOL). Whenever possible, data coming from candidates, program completers, and employers are aggregated by (a) transition point, (b) by program standard, (c) by Unit Conceptual Framework proficiencies and dispositions. Where possible data are disaggregated by ethnicity and gender. In addition, the Committee examines aggregated data on clinical placements to determine if they meet program requirements for student/client and institutional (e.g., elementary, middle, high school) diversity. Finally, the Committee also examines reports from the Assessment Coordinator on (a) the predictive validity of the assessments used for making decisions at transition points, and (b) the reliability of the common assessments used by the program.

**Review of the Work of the ESOL Program Committee**

Each year, the ESOL Program Committee submits to the Unit Assessment Committee the annual report of its program review. Each annual report summarizes its conclusions and recommendations, and describes program changes undertaken, the problem each program change was designed to address, and how the data should change if the revision is successful. Additionally, it summarizes how effective prior program revisions were at addressing the problem(s) they were designed to solve, and any unexpected outcomes thought to be due to the program revisions.

Once every five years, the ESOL Program Committee submits to the Unit Assessment Committee evidence of its work for review. The materials submitted include, but are not limited to,

1. The ESOL Program Assessment Plan,
2. The minutes of the meetings of the ESOL Program Committee,
3. The minutes of the ESOL Advisory Council,
4. The aggregated and disaggregated data that were reviewed by the ESOL Program Committee during its most recent program review,
5. A copy of the suggestions given to the ESOL Program Committee by the Unit Assessment Committee as a result of its last review of the ESOL Program Committee’s work, and
Wichita State University
English for Speakers of Other Languages (ESOL), Narrative

6. A brief statement of how the ESOL Program Committee addressed any suggestions that were provided at the last review by the Unit Assessment Committee.

In addition, the ESOL Program Committee provides other information requested by the Unit Assessment Committee to assist in this review.