

NATIONAL RECOGNITION REPORT

Initial Preparation of Teachers of English to Speakers of Other Languages (2009 Standards)

National 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

Lehman College, City University of New York

Date of Review

MM DD YYYY

02 / 01 / 2020

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program Covered by this Review

M.S. in Teaching English to Speakers of Other Languages

Grade Level⁽¹⁾

PreK-12

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

Program Type

M.S.ED. TESOL

Award or Degree Level

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

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- 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 SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No
-

Not applicable

Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

The program responded to the previous conditions by revising rubrics and aligning assignments and assessments with the standard.

The program provided evidence that Assessments 1 and 2 are aligned to the TESOL Standards, as well.

PART B - STATUS OF MEETING SPA STANDARDS

Domain 1 – Language. Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

1a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessments 1 and 2 provide evidence for Standard 1a. Assessment 1 (New York State Teacher Certification Examinations: ESOL Content Specialty Test (ESOL-CST)) provided evidence of meeting this standard in the previous submission. The description of the revised ESOL-CST shows an alignment to the standard in order to demonstrate that candidates can perform the skills delineated by the standard.

Assessment 2 (TESOL Professional Portfolio) provides evidence for meeting the standard. This assessment replaced the former Research Project. The rubric is aligned to the standard and includes specific descriptors for each level of candidate performance.

1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs’ English language and literacy learning and content-area achievement.

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessments 1 and 2 provide evidence for Standard 1b. For Assessment 1, see comments in Standard 1a. For Assessment 2, see comments in Standard 1a.

Domain 2 – Culture. Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as it Affects Student Learning. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Met

Met with Conditions

Not Met

Comment:

The program indicates that Assessments 1, 2, and 6 provide evidence for Standard 2. Assessment 1 provides evidence in meeting this standard. See further comments in Standard 1a.

Assessment 2 provides strong evidence in meeting this standard. See further comments in Standard 1a.

Assessment 6 (Philosophy Statement on Teaching Culturally and Linguistically Diverse Students) provides evidence for meeting this standard. The rubric provides definitive evidence that candidates perform the skills included in the standard.

Domain 3 – Planning, Implementing, and Managing Instruction. Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

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 supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Met

Met with Conditions

Not Met

Comment:

The program indicates that Assessments 1, 2, 3, and 4 provide evidence for Standard 3a.

For Assessment 1, see comments in Standard 1a.

For Assessment 2, see comments in Standard 1a.

Assessment 3 (Curriculum Unit) provides evidence in meeting this standard. The revised rubric shows an alignment to the standard in order to demonstrate candidates can perform the skills delineated by the standard.

Assessment 4 (TESOL-Specific Observation Rubric) provides evidence for meeting this standard. The revised rubrics show an alignment to the standard to provide evidence that candidates perform the skills included in the standard.

3b. Implementing and Managing 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. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Met

Met with Conditions

Not Met

Comment:

The program indicates that Assessments 2 and 4 provide evidence for Standard 3b.

For Assessment 2, see comments in Standard 1a.

For Assessment 4, see comments in Standard 3a.

3c. Using Resources and Technology 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

Comment:

The program indicates that Assessments 1, 2, 3, and 4 provide evidence for Standard 3c.

Assessment #1 - see Standard 1a.

Assessment #2 - see Standard 1a.

Assessment #3 - see Standard 3a.

Assessment #4 - see Standard 3a.

Overall, rubrics were revised to provide definitive evidence that candidates perform the skills included in the standards.

Domain 4 – Assessment. Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs

4a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 1 and 2 provide evidence for Standard 4a.

Assessment 1 provided evidence in the previous submission.

Assessment 2 provides evidence for meeting this standard.

4b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 2, 4, and 5 provide evidence for Standard 4b.

For Assessment 2, see comments in Standard 1a.

For Assessment 4, see comments in Standard 3a.

Assessment 5 (Reflective Tutoring Journal) provides evidence for meeting this standard.

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 2, 4, and 5 provide evidence for Standard 4c.

For Assessment 2, see comments in Standard 1a.

For Assessment 4, see comments in Standard 3a.

For Assessment 5, see comments in Standard 4b.

Domain 5 – Professionalism. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 1 and 2 provide evidence for Standard 5a.

For Assessment 1, see comments in Standard 1a.

For Assessment 2, see comments in Standard 1a.

5b. Professional Development, Partnerships and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessment 2 provides evidence for Standard 5b. Assessment 2 provides evidence for meeting this standard.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Data from Assessment 1 (New York State Teacher Certification Examination-ESOL Content Specialty Test) and Assessment 2 (TESOL Professional Portfolio) provide sufficient evidence of candidate content knowledge.

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

Data from Assessment 2 (TESOL Professional Portfolio) provide primary evidence of candidate professional and pedagogical knowledge and skills.

Data from Assessments 3 (Curriculum Unit) and Assessment 4 (TESOL-specific Observation Rubric/School of Education general rubric) provide primary evidence of candidates' professional and pedagogical knowledge and skills.

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

Data from Assessment 5 (Reflective Tutoring Journal) provide evidence of candidate ability to demonstrate positive 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:

The program reported that all TESOL full-time faculty are tenured. The labels for attachments were re-named to support reviewers. The rubrics were revised to align with standards.

At least one application of data was provided for each assessment.

The program reported that NYS does not allow use of passing ESOL CST scores as a program requirement at any point in the program, but all candidates must eventually pass the ESOL CST in order for Lehman to recommend them to NYS for ESOL certification after graduation.

F.2. Concerns for possible follow-up by the CAEP site visitors:

PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *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.