



# Graduate Academic Learning Compact

## Elem Ed - Tch Eng/Spkrs Other Lang (old)

### Program Mission Statement

The mission of the Childhood Department TESOL Program is to prepare expert teachers of limited English children and adults. The Department upholds the mission of the college, briefly encapsulated in the tag phrase of the conceptual framework: educating professionals who impact the lives of adults and children. The program provides a set of learning experiences guided by the standards of the National Council for Accreditation of Teacher Education (NCATE), state department of education and professional organizations. The program emphasizes theories informed by research, and accomplished practices in the field.

### Student Learning Outcomes

#### Graduates will be able to:

##### Knowledge of Literature of Discipline (req)

- Apply theories of language learning and first and second language acquisition in order to analyze and evaluate assessment instruments use for diagnosis, placement, instruction and evaluation of ESOL Learners.
- Identify the significant features of morphology, syntax, phonology, and semantics that interfere with the understanding of listening, speaking, reading, and writing English among students of diverse language backgrounds.
- Evaluate ESOL curricula materials and resources in order to develop and modify materials for ESOL instruction.
  
- Examine in-depth and become familiar with characteristics of one's own culture and how this influences interactions, expectations and impact for ESOL students.

### Assessment Approaches

Assessment strategies are linked with the overall College of Education and Human Services' (COEHS) assessment system. COEHS integrates a versatile assessment system linking the performance of its candidates to the unit's conceptual framework, national and state standards, professional organizational standards and directives, and K-12 student learning. Faculty assess candidates' content and professional and pedagogical knowledge, skills, and dispositions through course-based assessments, content examinations, self report surveys, and field based teacher rating scales and focus groups conducted by content experts such as public school TESOL teachers and principals. The culminating course experience for the majority of students and includes a field based curriculum research project, and a formal review of student progress at beginning, middle and end transition points of program and will also be used to determine a student's suitability for graduation. Program faculty will use student assessment data in periodic reviews of program effectiveness to strengthen the program's relevance, improve its quality in achieving objectives and document impact on the lives of adults and children.