A. College, Department and Date

1. College: College of Education
2. Department: Language, Literacy, and Sociocultural Studies
3. Date: April 25, 2018

B. Academic Program of Study*

MA TESOL

C. Contact Person(s) for the Assessment Plan
Carlos Lopez Leiva, callopez@unm.edu

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Student Learning Objective</th>
<th>COE/Univ. Goal</th>
<th>Assessment / Course if applicable</th>
<th>Direct/Indirect</th>
<th>Score Range</th>
<th>Pass Score</th>
</tr>
</thead>
</table>
| Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of English Language Learners (ELL). | Demonstrate understanding of the history of bilingual education in the United States and understand local, state, national, and international issues that influence the education of the bilingual student. | U. 3, 4, 7 P. 1, 2, 3 I. 1, 2, 7 K, S | Grade on Paper or Oral History Project in LLSS 580 (Fall/Spring/Summer) and Course Grade for LLSS 503 (Fall) | D and I | A-F | A > 80%  
B > 95%  
C >100% |
|                                                                            | Demonstrate understanding of first and second language development. 1) Students will be able to describe and analyze in specific cases how context plays a role in first and second language development. 2) Students will be able to compare and contrast the factors that influence first and second language development at different ages and in different cultural contexts. | U. 1, 2, 4, 7 P. 1, 2, I. 3, 4, 5, 6 K, S | Grade on Language Assessment Project in LLSS 556 Fall/Spring | D | A-F | A > 80%  
B > 95%  
C >100% |
|                                                                            | Distinguish, value, and integrate into instructional practice the contributions that Spanish and Indigenous languages make to the culture of the Southwest and the world. | U. 1-7 P. 1-5 I. 1-7 K, S | Course Grade on LLSS 583 Spring | I | A-F | A > 80%  
B > 95%  
C >100% |
|                                                                            | Demonstrate ability to plan for and provide effective instructional strategies for ELLs, including assessment. | U. 1-7 P. 1-5 I. 1-7 K, S, R | Grade on Oral Assessment and Written Assessments (Planning a Dictado, Writing Curriculum Cycle, Mode Continuum) LLSS 581 Fall/Spring | D | A-F | A > 80%  
B > 95%  
C >100% |
| Modify lesson plans to                                                      | U. 1-7                    | Unit Plan Grade in             |                                                                                                   |                 |             |            |
*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

1. The students, who take these six courses and complete the assessments assigned in them, come from a number of different degree programs, both within and outside of LLSS, and, therefore, these assessments of the SLOs include a sample of the students in the course – those students in the TESOL MA. The courses in the assessments are required courses for the TESOL MA.

** 2. These outcomes will be assessed every year at the beginning of the Fall semester, for the courses from the previous Spring and Summer, and at the beginning of the Spring semester for the courses from the previous Fall. In general, the Bilingual/TESOL program faculty discusses the assessments at the program meetings at the beginning of each semester; however, we have recently revised our SLOs and assessments, to make sure that they align with the COE conceptual framework and also to focus on the key disposition we want every student to acquire – that every student can learn, so we may assess them mid-semester as well.

3. The BLETESOL faculty as a whole participates in the assessment process by first doing an in-depth analysis of the syllabi of the courses in which the assessments are imbedded so that the whole faculty understands the assignments on which the assessments are based. We then see how those assignments align with the COE framework and the SLOs and determine whether the rubric used in the scoring of the assignment yields data that provides evidence of student learning. We also look at how those assessments align with other courses in the program as we assess the curriculum for the TESOL MA as a whole. We want to make sure that there is not too much overlap in the courses in the program, but also that all of the material that students need to be competent teachers of English language learners is covered. In this process, we are all learning about the pedagogical approaches that our colleagues are using so that we might enhance our teaching to improve student learning. If there are significant changes in the program, they will be communicated to the LLSS department faculty as a
whole.