

Aligned with Assessment (point values)	KTPS/ InTASC	KTPS/ InTASC Diversity Indicators	ILA Standards	TESOL Standards	CAEP Advanced Standards for Teaching and Learning
Discussion Boards 105 points (7 @ 15 pts)	1d,f,k, 2i,j,m,n,o, 6j,k,l,p	2n	1.1, 1.3, 3.1-4, 4.1, 6.2	1.a-b, 2.a-b, 2.e, 2.g, 4.a-c, 5.a	1.A.1
Graded Assignments/ Journals 80 points (4 @ 20 pts)	1d,f,k, 2i,j,m,n,o, 6j,m,n,o,p	2n	1.1, 1.3, 3.1-4, 4.1, 6.2	1.a-b, 2.a-b, 2.e, 2.g, 4.a-c	1.A.1
Classroom-based Assessment 36 points	2e,I,j, 6b,g,k,r,u, 7n	6g	3.1-3, 5.2	1.a-b, 2.a-b, 2.e, 4.c	1.A.1
Designing Assessment Tasks – Speaking & Listening 80 points (2 each @ 20 pts)	2e,I,j, 6b,g,k,r,u, 7n	6g	3.1-3, 5.2	1.a-b, 2.a-b, 2.e, 4.c	1.A.1
Designing Assessment Tasks – Reading & Writing 80 points (2 each @ 20 pts)	2e,I,j, 6b,g,k,r,u, 7n	6g	3.1-3, 5.2	1.a-b, 2.a-b, 2.e, 4.c	1.A.1
Field Experience 50 points	1h, 2e,f,h,I,j,n, 3f, 6u,q	2h,n,3f	2.1-3, 4.1-2, 6.2	1.b, 2.a-b, 2.g, 2.g, 3.b-c, 4.c	1.A.1, 2.3
Final Exam 50 points	1d,f,k, 2i,j,m,n,o	2n	1.1, 1.3, 3.1-4, 4.1-2	1.b, 2.a-b, 2.e, 2.g, 4.a-c	1.A.1

Alignment to State and National Standards: Teaching Standards

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

KTPS/InTASC 1 Learner Development

KTPS/InTASC 2 Learner Differences

KTPS/InTASC 3 Learning Environments

KTPS/InTASC 4 Content Knowledge

KTPS/InTASC 5 Application of Content

KTPS/InTASC 6 Assessment

KTPS/InTASC 7 Planning for Instruction

KTPS/InTASC 8 Instructional Strategies

KTPS/InTASC 9 Professional Learning and Ethical Practice

KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

P-12 Teachers of Speakers of Other Languages Standards (TESOL).

Standard 1: Language

Standard 2: Culture

Standard 3: Planning, Implementing and Managing Instruction

Standard 4: Assessment

Standard 5: Professionalism

International Literacy Association Standards (ILA).

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

Topics Covered

- Assessment concepts and issues
- Principles of language assessment
- Designing classroom language tests
- Standards-based assessment
- Standardized testing
- Classroom-based language assessment
- Assessing language skills

Field Hours

The student will participate in 6 hours of site-based classroom field experience for ESL/EFL children and youth. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, and taught by two different instructors. ESL Endorsement students must observe in P-12. MA TESOL students may observe in any ESL/EFL setting. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment. Before participating in field experiences, each ESL Endorsement student must sign the Code of Ethics (704 KAR 20:680) form. Each student will post a report of their field experiences. This will fulfill 6 hours of the 30-hour field experience required for students seeking endorsement from the state of Kentucky.

The student will document the experience on the Field Experience Summary Report form and address the following elements in the field experiences report:

- Place/Institution where you observed the classes
- Instructor(s)
- What you did in addition to observing
- students' age, proficiency level, and educational background
- Students' academic orientation, if applicable
- Program/Curriculum orientation
- Textbook(s) being used
- Class size
- Topic(s)/ Skills/Grammatical points covered/lessons objectives

- How the material is presented
- How the material is practiced
- How the feedback is provided
- Things you like the most about the classes you observed
- Things that you would do different if you were to teach the classes
- Any suggestions for the instructor and others in this class

Class Schedule (Subject to Change)

Week Monday - Sunday	Topic	Reading	Assignments
3/20-3/26	Introduction & Assessment Concepts and Issues	* Syllabus * LAPCP Chapter 1	* Discussion Forums * Chapter 1 Exercises
3/27-4/2	Principles of Language Assessment	* LAPCP Chapter 2	* Discussion Forums * Chapter 2 Exercises
4/3-4/9	Designing Classroom Language Tests	* LAPCP Chapter 3	* Discussion Forums * Chapter 3 Exercises
4/10-4/16	Standards-Based Assessment and Standardized Testing	* LAPCP Chapters 4 & 5	* Discussion Forums * Chapter 4 & 5 Exercises
4/17-4/23	Beyond Tests: Alternatives in Assessment (Classroom-based Assessment)	* LAPCP Chapter 6	* Discussion Forums * Alternative Assessment
4/24-4/30	Assessing Listening and Speaking	* LAPCP Chapter 7 & 8	* Designing Assessment Tasks for Listening & Speaking
5/1-5/7	Assessing Reading, Writing, Grammar and Vocabulary	* LAPCP Chapters 9, 10, and 11	* Designing Assessment Tasks for Reading and Writing
5/8-5/13	Final Week		* Field Experience Form and Report * Final Exam

Course Requirements and Grading Scale

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F ▼ 60%

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course.

Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class.

Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Campbellsville University's Online Course Attendance Policy. Bi-term and 8 week terms

Online students must participate weekly as defined by the professor in the syllabus [for TSL 661: discussion boards, quizzes, journal]. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

Requests for Incomplete

Candidates may request an Incomplete before Week 8. A grade of "I" can be assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the "I" grade must be completed within 12 months from the time awarded. It is the student's responsibility to complete requirements within the 12 month period. It is the professor's responsibility to change the grade by filling out the proper forms in the Office of Student Records.

Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-

5016; Email – twvanmeter@campbellsville.edu. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at www.campbellsville.edu/titleIX

Student Academic Progress (SAP)

U.S. Department of Education federal regulations require Campbellsville University to monitor its students' academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students who were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Dispositions Assessment (for School of Education Students)

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University's educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program's conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a "Disposition Recommendation" form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student's School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.