GSE Assessment Fair 2015
Ask a Question

**Question:** Are ESOL Endorsement students demonstrating appropriate levels of scaffolding and sensitivity to students with special needs at the point of practicum?
Specifically, how well do candidates:

Assess for possible special education needs and eligibility for TAG using procedures which take into account language proficiency and cultural variations.
This aligns to current CAEP TESOL Standard 4a (2009):

*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.*
Collector Data

Data Collection Tools/Methods:

ESOL Endorsement Practicum Scoring Guide, Spring 2014 (3 terms of data, $n = 22$). Data collected by field supervisors.
Analysis/Conclusions:
Of the 22 candidates evaluated, 14% were evaluated as “emerging” in the *special needs* category. 59% were described as “proficient,” while 27% were ranked as “exemplary.”

This is noteworthy in that our program requires a specific course focused on English learners who may also qualify for Special Education services.
Action steps:

In considering program revision, the content and inclusion of all courses will be considered in alignment with CAEP TESOL national standards.

Collaboration with course creators/ instructors will be essential in moving forward.