The purpose for evaluation that best fit my curriculum project: was predominantly illuminative. It shed light on how I might better go about the process of planning and implementing effective instructional strategy and design the next time I have the opportunity.

Specific examples of how I included assessment and evaluation in the project:

➢ Review of Cals BEST test data and benchmarks helped to determine the need for differentiated instruction.
➢ The use of exit slips as detailed in the Needs Analysis helped to understand how little support students have outside class for developing their English skills.
➢ The use of timed write as detailed in the Needs Analysis proved useful in recognizing the need for more exercises to develop automaticity leading to fluency.
➢ Direct questioning of students shed light confirming most effective learning styles are communicative practice in listening and writing.
➢ The most widely used form of assessment and evaluation used throughout the project was continual informal observation of student interaction and communication skill levels while doing written work and conversational activities during class sessions.

Audiences for evaluation:

▪ Myself as instructor
▪ Myself as student teacher
▪ My CUC professor
▪ JCLC network; staff, board members, community
▪ My supervisor – JCLC IC
▪ My colleague–departed previous teacher
▪ My CUC cohort members
▪ My students
▪ The community college – advocates for Latinos

Purpose of measures used:

- ➢ **BEST plus** provides foundational assessment data, but is problematic because of prevailing inconsistent patterns in student attendance.
- ➢ **Exit slips** provide quick assessment so that lesson objectives and activities can be tailored in subsequent lessons.
- ➢ **Check-In slips** provide quick assessment to determine what action plan is most suitable for the moment; assessing interests, energy levels, preferences, needs when only 3 of 12 students show up, for example and learning can be tailored more specifically to suit the individuals present.
- ➢ **Timed write** in-class activity to gauge fluency; assess student ability to produce language on the spot for a specific conversational purpose.
- ➢ **Informal observation by teacher** throughout each lesson provided evidence of student interest and skill level which enabled on-the-spot differentiation or re-direction of activities, as well as substantive information for long term planning.

Purpose of methods used:

- ▪ To find out how students feel they learn best.
- ▪ To find out if students feel the class helps them.
- ▪ To find out what lesson activities students find most helpful and useful.

- To find out if students are actually "getting" the lesson objectives.
- To determine whether students are able to apply learning independently in other academic contexts.
- To determine/confirm to what extent the workbook approach is effective.

How data was collected:

- Email to IC and previous instructor
- Check-In/Exit slips for student input
- Direct requests for student input (orally)
- Independent written seat work and homework
- Observation of students engaging in small group activity
- Observation of students engaging in writing
- Listening to students' communicative interaction in response to directives
- Listening to students' communicative patterns during times before and after class
- Recording attendance
- Gathering records of students' stated goals in realm of work, health, family, and education

Deliverables that resulted from the process of completing the curriculum development project:

Identified students needs: revolving door is characteristic of student attendance; new students are continually entering the course, and many students have lapses in regular attendance; many students' employer demands and family commitments make it difficult for them to attend regularly, and their financial situation poses additional challenges for logistics, which may impact their ability to get to and from class, especially when weather is a factor, which is often the case in a Wisconsin climate, and in a community that does not offer affordable public transportation. Because of this, students need the following:

- Students need a curriculum approach that welcomes them whenever they can attend and does not penalize them for no-shows.
- Students need a curriculum that enables them to readily fit in regardless of skill level, and enables them to make sense of the activities even when they've missed multiple classes; they should always be able to build on their skills whenever they attend without feeling lost or confused after an attendance lapse.

Identified instructor needs:

- Teachers need an abundance of handy resource materials for teaching language skills–a took-kit–that allows them to do interactive activities allowing for differentiation. Ideally, the took-kit would include one or two i-pads for students or instructor to quickly google images; stickies of all sizes for exit strategies and many other lesson activities; large, colorful maps; smart-board projector with computer that does not get overloaded by game graphics, videos, youtube or Netflix, nor by multiple open tabs; butcher block easels and tape and for displaying the sheets; a lot of white board space; colorful markers; colored pens, pencils, markers, and crayons for students to use; newspaper roll for word walls and timelines, lots of magazines with plentiful images for cutting and pasting; news you can use (newspaper subscription); manipulatives in the the form of flashcards, word groups in multiple sets for use by small groups, horn devices that enable students to better hear themselves enunciate challenging sounds; easy-wipe dry erase boards that enable students to write short responses and display them for the whole class and instructor to view

Tangible products:

- Curriculum Map that can be retained as historical document or template for subsequent teachers in the JCLC program, and can also be used a foundation to grow from to continue the mapping for all of the other JCLC courses and programs.
- Unit plan & lesson plan that can be repeated by me or other teachers of beginner/intermediate ESL.

- Unit plan & lesson plan design template that can be reproduced and modified in whole or in part.

Identified Resources for future planning:

- [Softchalk](#) is a must for future curriculum development and course planning.
- [ADDIE](#) process for instructional design (analysis, design, development, implementation, evaluation).
- [SurveyMonkey](#) would be a great tool to use for gathering information from stakeholders, parents, and/or community.
- Improved teaching through the duration of this learning module, resulting in improved learning outcomes for my students.
- Professional experience in the process of curriculum planning.
- A tangible product sample of my curriculum planning skills that I can share with students, colleagues, and potential employers.
- Broader spectrum of contacts for gathering input, including the community college advocates for Latinos.

Evaluation Report Summary:

My curriculum development project serves a **dual purpose** for evaluation that is *formative* as well as *illuminative*, and it also serves as a means for objective *summative* assessment.

The dual purpose of assessment serves to impact the curriculum for this particular unit of instruction, thereby directly affecting what will be taught through its delivery to learners, and it also serves to impact the process I engage in to develop the curriculum project, thereby directly affecting the overall manner in which this curriculum is developed, fundamentally altering its nature, quality, or style of product.

Formative assessment components built into the curriculum have provided feedback and input from which I am either able to make revisions to the lesson activities in order to better differentiate, or target certain learning outcomes, or I am either able to modify the manner in which I address a particular topic or grammar point in order to make the content more accessible to the learners.

The process for completing this curriculum development project in a step-by-step fashion, began first with production of a curriculum map, and was followed by development of a thematic unit, which in turn was followed by creation of a lesson plan, and then the implementation of a needs assessment, and culminated in ultimately laying out an assessment and evaluation plan. The product of this process offers me, as a student teacher, as well as my professor, a gauge for objectively measuring and evaluating my ability to deliver a whole academic

package for a corporate entity or academic institution–not just my capacity to teach a given English language course–but my ability to plan and design academic curriculum through the broad scope of program vision, aims, objectives, and outcomes, all the way down to the very specific objectives and outcomes for students participating in the individual lessons, with a built-in systematic method for evaluating the program, in accordance with its capacity to serve the students' needs.

In and of itself, the curriculum project I have submitted is an objective piece of work, wherein components can be evaluated in terms of organization, substance, and relevance, and can be examined both qualitatively and quantitatively. In other words, it can be summatively assessed, standing as an entity representative of the level of programming I am able to offer in the employment sector, and the quality of work I can be counted on to produce.

The exercise of completing the curriculum development project through the process detailed in the preceding paragraph also served as an illuminative assessment tool, enabling me to examine and reflect upon my teaching practice, and through such reflection, to modify my approach as I progressed through the various steps, based on observation of my students and their input through direct and indirect means, in order to better serve their needs and interests, and to boost performance outcomes. I was able to measure the effectiveness of my teaching, especially illuminating my ability to improve the outcome of student performance across the four domains of speaking, listening, reading, and writing through the use of needs analysis tools built in to the lesson objectives.

In effect, the assignment of the curriculum development project required for completion of CUC's TESL 6220 course in Curriculum Planning and Methodology caused me to be a more reflective teacher through the duration of this learning module, and resulted in improved learning outcomes for my students. It also enabled me to glean insight into the process of curriculum planning so that I am better prepared to engage in a similar process, to develop curriculum in an authentic situation as a teacher or curriculum designer in the future.

The curriculum development project also served as a tool for evaluating the effectiveness of the program I serve. The process of producing a curriculum map required me to engage in a process of inquiry involving some of the stakeholders and illuminated aspects of the scope and sequence of the JCLC program that I might not otherwise have unveiled. For instance, finding out about how the JCLC uses the BEST plus as its predominant indicator of student progress was vital, and even though during my interview when I was hired to teach, I had asked about how my teaching performance would be evaluated, this detail did not surface. I was told that the best indicator that I should use as a measure of my success is student enrollment.

The project ultimately provided me with a formative assessment indicator, revealing how capable I am of consistently providing engaging, relevant, comprehensible content that helps students achieve their goals while at the same time illuminating how I might, in the future, better approach the process of instructional design and lesson planning for an academic institution or in a corporate setting in order to enhance the overall student experience and improve the learning outcomes while also satisfying all the stakeholders.

Now that I have been guided through the various steps of the process, by a qualified instructor at a highly regarded institution of learning for TESOL, I will have clearer vision of curriculum planning strategy and purpose and will be equipped to more aptly target improved student performance outcomes through a comprehensive, strategic, collaborative, process approach, designed around needs analysis and essential questions. Continually asking questions, probing the needs and interests of all stakeholders involved, and continually examining

where we are, where we want to go, and how we can most effectively get there, is the key to ensuring delivery of a quality program.