WKU

Program Review Document

Preparation Program: *Graduate English as a Second Language Certification Only, Grades P-12*

(WKU#132 EPSB#18 Certification Only EPSB#5886 Proficiency)
(This program does not lead to a degree)
Date Submitted: 3-27-2020
Updated 2/22/2021

Preparation Level:	☒ Graduate
Grade Levels:	☐ P-5 ☐ 8-12 ☒ P-12
Modes of Delivery:	☐ Face-to-Face Only ☐ Online Only ☒ Hybrid
Degree Type:	☐ Masters ☐ Non-Degree 5th Year ☐ Rank II ☐ Non-Degree 6th Year ☐ Rank I ☒ Certification Only ☐ Doctorate ☐ Specialist
Program Route:	X Traditional ☐ Option 6 ☐ Option 7 X Proficiency
Program Codes:	**WKU#132 EPSB#18 Cert Only EPSB#5886 Proficiency**
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: Attached

Program Description

COURSES: Below are all required courses for this program. Course descriptions are those found in the WKU graduate catalog (see links above).

Course	Course Title	Description	Hours
ENG-407G	Linguistic Analysis	Current linguistic theory which includes the important levels of language as a means of communication; various theories and applications of linguistic theory to other fields of study.	3
ENG-408G	Psycholinguistics and Sociolinguistics	The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension, and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).	3
ENG-471G	TESL Practicum	Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	4

ENG-565	Integrated Teaching English as a Second Language	Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	3
ENG-566	Teaching and Testing ESL Grammar	Investigation of ESL learners' grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate settings away from campus are required. Note: Students are responsible for arranging their own transportation to designated or assigned sites.	3

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The link lists the standards at the indicator level and delineates the alignment between program courses and the appropriate KTPS standards at the indicator level. Use the tab KTPS Alignment.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: This link opens a table that lists the TESOL standards at the indicator level and delineates the alignment between program courses and the appropriate SPA standards at the indicator level. Use the tab marked TESOL Alignment.

PROGRAM FACULTY:

Name	Gender	Race / Ethnicity	Status / Academic RANK at IHE Fulltime, Part-time, or Adjunct	Status at Program Full-time, Part-time, or Adjunct	Highest Relevant Degree	Field or Specialty Area of highest relevant degree	Relevant Expertise and/or Scholarship (i.e., SACSCOC justification or as needed)	Teaching assignment or role within the program(s)	P-12 certificates or licensures held	P-12 experiences including teaching and/or administration and dates of engagement in these roles. Past and Present (i.e. School collaborations)	Courses qualified to teach (SACSCOC guidelines)
Alex Poole	Male	White/ Caucasian	Full-time	Part-time	PhD	Applied linguistics, bilingualism, and reading strategies	Bilingualism, biliteracy, and reading strategies	Faculty	na	Credential evaluator for high school English teachers seeking dual credit certification at WKU 2018present English instructor, Israeli Department of Education, Tiberius, Israel, summer 1998	ENG407G, ENG408G, ENG565, ENG566, ENG471G
Trini Stickle	Female	White/ Caucasian	Full-time	Part-time	PhD	Applied English Linguistics and TESL	Communication processes affected by acquired or developmental cognitive issues	Faculty	na	Na	ENG407G, ENG408G, ENG565, ENG566, ENG471G
Elizabeth Winkler	Female	White/ Caucasian	Full-time	Part-time	PhD	Linguistics	Creole languages (specifically Limonese Creole), gender, and Kpelle vocabulary (Kpelle is a Mande language spoken in Liberia)	Faculty	na	Taught 5th grade in bilingual program for Los Angelas County School District	ENG407G, ENG408G, ENG565, ENG566, ENG471G
Alison Youngblood	Female	WhiteCaucasian	Full-time	Part-time	PhD	Teaching English to Speakers of Other Languages	Directs the ESL Endorsement/ TESOL Graduate Certificate programs at WKU	Faculty	na	Middle school and elementary school EFL teacher from 2004-2006 in Japan and 2008-2009 in South Korea	ENG407G, ENG408G, ENG565, ENG566, ENG471G

Please describe the PROGAM KEY ASSESSMENTS used to measure the areas below (varies by program):

(Key Assessment areas are used to gather data for program feedback and accreditation measures. Examples in blue). Detailed information for each KA must be provided as outlined in the WKU ADV Key Assessment Template).

For a detailed description of the key assessments and KTPS standard alignment, see ENG 471G syllabus.

Other Services Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Type or Form of Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only, does not need to be a list of all the assessments.	Timing of Assessment or Transition points Indicate the point in the program when the assessment is administered. (Beginning, Middle, End)
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Practicum portfolio (KTPS 1-10) Praxis II (KTPS 1-10)	End
2	Professional Dispositions	Practicum portfolio (KTPS 1-10) Supervising teacher evaluation using dispositions rating form (KTPS 3,9)	End
3	Data and Research driven decision making	Practicum portfolio (KTPS 1-10) Practicum research paper revision (KTPS 1-9)	End
4	Integration of Technology in the discipline	Practicum portfolio (KTPS 1-10)	End
5	Clinical Practice (integrated practices of diversity)	Practicum portfolio (KTPS 1-10) Supervising teacher evaluation using dispositions rating form (KTPS 3,9)	End

Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners coconstruct mutually beneficial** *P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and* **share responsibility for continuous improvement of candidate preparation**? *Explain and delineate between the programs if these partnerships and practices are different. (Reference CAEP Standard 2.)*

The candidates in the graduate certificate program leading to endorsement are already certified in a primary content areas, teaching full-time, and adding on this endorsement to support students in their school or district. Therefore, these students continue to teach in their own classrooms with support from a TESOL faculty member and an ESL lead teacher when available, working with ESL students they have in class already to complete their practicum portfolio.

After consulting with our district partners on CAEP standard 2 regarding depth, breadth, diversity, coherence, and duration of clinical experiences, the TESOL program established a 30-hour requirement for intentional and reflective TESOL instruction in ENG 471G. While our candidates often exceed this exposure, they are asked to select 30-hours of lesson planning to demonstrate their knowledge and growth in TESOL. Each year, the TESOL program coordinator, who is also the instructor of record for ENG 471G, connects with district partners and other program coordinators in a meeting scheduled by the College of Education to discuss the construction and continued improvement of the clinical experience.

In addition to larger discussions between administrators, current educators from various school districts in Kentucky serve as guest speakers in ENG 471G that focus on trends in technology. For example, in spring 2021, scheduled presentations include the following: (1) tech-supported student engagement and interaction during COVID and (2) using technology to support home-school communication among families learning English as a second language. The information provided by practicing teachers leads to tailored follow up assignments and micro-teaching, thereby sharing responsibility for continuous improvement of tech competence among our TESOL candidates.

For the 30-hour practicum portfolio, the instructor for ENG 471G observes each candidate's class twice during the practicum experience. Students may also be observed and evaluated by a TESOL lead teacher if available in their specific environment. In either case, the dispositions form is used for reflection of observed classes.

Q. Clinical Experiences – EPP Responsibility for Advanced Programs: **Explain how the EPP works with the districts to a) ensure that theory and practice are linked and b) how the EPP will share accountability for advanced program candidate outcomes**.

Students complete a portfolio in the practicum class, and they are evaluated by the P-12 TESOL teacher if available as well as a TESOL faculty member. Students are not allowed to complete the practicum before completing all other theorietical coursework in the TESOL program.

Q. Clinical Experiences – Advanced Candidates: This area does not apply to Option 6 or the Initial Teacher programs. Explain how the **EPP works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development**. *Include a description of the clinical experiences required of each advanced candidate. If the Clinical Experiences are specific and unique to the certificate program, then skip this section and provide the details in the Program Experiences Section III.*

See program experiences section 3

Q. Program Curriculum: Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes. How does the **EPP communicate the following with every student: required coursework and electives, certification and/or degree and RANK result, admission requirements, exit requirements, Praxis II test disclaimer** *(If applicable). If the EPP offers multiple program degrees/routes for this category and certification, you must include each variation.*

WKU uses Curriculum Contracts to communicate the following: required coursework and electives, certification and/or degree and Rank result, admission requirements, exit requirements, and Praxis II test disclaimer (If applicable). Curriculum Contracts are included for each program degrees/routes for this category and certification.

Q. Admission criteria for each program code in this category: This must include admission criteria such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree award level offerings.

Students must currently hold a P-12 teaching certificate. Students must have completed at least one undergraduate course in linguistics or in an appropriate area. Students must have an undergraduate or graduate GPA of a 3.0. Students must have studied a foreign language equivalent to the WKU Colonnade requirements. Applicant transcripts are evaluated for evidence of their capacities in collaboration, creativity, critical thinking, and communication, per requirements of 16 KAR 5:020.

*Q. Describe the Clinical/Professional Experiences for each instance in this program category: Include narrative to **describe the clinical/professional experiences required in this program category** which will generate evidence for **CAEP Standard A.2.2.***

Students self-select into the program, so they have a particular interest in linguistics and the community of non-native speakers. Once in the TESOL certificate, students complete a linguistic analysis project in ENG 407G, which is taken during their first semester of the program. Students work with an adult non-native English speaker to collect a language sample, analyze the sample for specific linguistic features, develop lessons to improve these linguistic features, and deliver instruction under the supervision of a TESOL faculty member. After working with adults, with whom they can relate to on a personal level, students move on to observations of P-12 classrooms with ESL students in ENG 565 and ENG 566. Finally, in ENG 471G, they take ownership of 30 hours of instruction with second language learners. In the practicum, students are supervised by a certified TESOL teacher if available as well as a TESOL faculty member. Their practicum portfolio includes detailed lesson plans and a reflection on the success of these lessons based their assessment plan.

*Q. Exit requirements for each instance in this program category: This must include **exit assessments. (i.e.,: KTIP assessment, portfolio/work sample, GPA, and if the program requires passing or taking the Praxis II for program completion**, list it here.) Reference CAEP 3.5 and 3.6*

Students must have a GPA of 3.0 with no class less than a B in the endorsement along with a score of 155 on the TESOL Praxis.

Q. Kentucky P-12 Curriculum Requirements - The following information is gathered in accordance with Kentucky Senate Bill 1 - http://www.lrc.ky.gov/record/09RS/SB1.htm and the associated legislation tied to this bill. **1. How does the EPP ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards (KAS)? 2. How does the EPP measure the depth of knowledge of each candidate?**

Students must demonstrate their knowledge by scoring a 155 on the TESOL Praxis. ETS develops the questions on this test with the TESOL/NCATE standards for TESOL P-12 teacher education programs and in collaboration with CAEP. The exam is divided into five sections: the foundations of learning; planning, implementation, and management of instruction; assessment; and cultural and professional aspects of education. These exam sections correspond with KTPS 1-10. Also, in ENG 471G, students demonstrate the depth of their knowledge on the Kentucky Academic Standards (KAS) by outlining how each lesson plan in their portfolio demonstrates KAS. Students are evaluated on their ability to correctly identify the appropriate KAS for their lesson plan as well as their ability to design appropriate activities and formative assessments to align with the selected KAS.

Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.

Candidates work with a certified TESOL educator when available and/or a TESOL faculty member to develop lesson plans that fit into the curriculum framework and assessment system for that classroom. Candidates focus on following the curriculum and assessment systems for their discipline while making the classroom accessible to language learners by infusing TESOL standards into the Kentucky P-12 curriculum framework. Candidates learn about ACCESS in ENG 566 so that they can decipher test scores for their language learners to shape meaningful instruction.

Q. Briefly describe how the program ensures advanced candidates apply the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction and assessment.

Candidates work with a certified TESOL educator when available and/or a TESOL faculty member to develop lesson plans that fit into the curriculum framework and assessment system for that classroom. Candidates focus on following the curriculum and assessment systems for their discipline while making the classroom accessible to language learners by infusing TESOL standards into the Kentucky P-12 curriculum framework. Candidates learn about ACCESS in ENG 566 so that they can decipher test scores for their language learners to shape meaningful instruction.

Q. Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

Students are expected to discuss how they use Kentucky teaching and learning standards in each lessons plan for the TESOL practicum portfolio and develop appropriate formative assessments based on their learning goals.

Q. Provide evidence (KTIP assessments/portfolio/other data) of candidates' skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career ready standards.

In 2018-2019, we had five graduate students take the TESOL Praxis. Four students passed the exam. This is higher than the average pass rate for other institutions in the state. ETS develops the questions on this test with the TESOL/NCATE standards for TESOL P-12 teacher education programs and in collaboration with CAEP. The exam is divided into five sections: the foundations of learning; planning, implementation, and management of instruction; assessment; and cultural and professional aspects of education. Candidates who possess skills in these five areas are well equipped to provide student access to content and promote college and career readiness.

In ENG 471G, students complete a portfolio with a critical reflection. This reflection gives students the space to apply what they have learned from their 30 hours of TESOL-focused classroom instruction to their future educational experiences. They address specific successes and challenges of working with diverse student populations, materials and lesson planning, integration of technology, and assessment of student progress. They are required to use appropriate linguistic and educational terms to demonstrate their professional communication skills around learners and their needs.

In ENG 471G, students are observed twice using the dispositions rating form to evaluate their skills creating a supporting learning environment.

Q. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework

In ENG 471G, students complete a portfolio with a reflection. This reflection gives students the space to apply what they have learned from their 30 hours of TESOL-focused classroom instruction to their future educational experiences. They address specific successes and challenges of working with diverse student populations, materials and lesson planning, integration of technology, and assessment of student progress.

In the assessment portion of each lesson plan, students must list and explain the ways in which they assessed student learning during and after the lesson. When doing this, they must explain the assessment techniques using proper language testing terms, such as formative, summative, portfolios, direct observation, self-assessment, checklists, interviews, dictation, cloze tests, multiple-choice tests, writing samples, etc. Students must also share the results of the assessment. Specifically, students discuss what the assessment revealed about student learning. Second, students speculate on what factors led to these results, regardless of whether or not they are positive (student interest, previous knowledge, for example) or negative (fatigue, lack of proficiency, etc.).

Q. Describe how the data from each assessment is used for the continuous improvement of this program.

All TESOL faculty review and score each practicum portfolio critical reflection and revised research paper at the end of the academic year using rubrics. The program coordinator then provides descriptive statistics on the rubric scores for the cohort. Additional statistical analysis are not valid with the sample size we have in our program using rubrics. Our graduate cohorts are historically 1-2 students. Our largest cohort in 2018-2019 only included 5 students. These score reports help faculty identify specific areas of candidate growth, any areas of decreased performance, and a plan for program improvement by identifying themes in the current cohort and by comparing current cohort performance to past cohort performance. For example, faculty noticed a previous trend of students struggling to correctly use IPA and linguistic terminology to describe phonological errors. As a result, faculty embedded assignments in courses subsequent to ENG 407G that would require the use of IPA before students had to revisit this concept in ENG 471G.

The 471G instructor, who is also the program coordinator, uses the dispositions forms to shape discussions during with educational partners during the yearly meeting for program improvement.

We use the Praxis scores as a measure of how well our course content prepares educators for the foundations of learning; planning, implementation, and management of instruction; assessment; and cultural and professional aspects of education. We have seen no changes in our overall pass rate in the past five years. We also monitor test updates from ETS to ensure our program continues to align with Praxis testing guidelines.

We use the revised research paper to assess candidate's knowledge of content and evidence-based decision making. Candidates circle back to an earlier reseach paper and use instructor feedback and content knowledge developed since to revise the paper with the goal of publishing it in a state peer-reviewed teaching journal. All faculty rate the revisions using a rubric that evaluates these areas: articulation, evidence, critical thinking, professionalism, and APA formatting. Because this is a second draft, faculty use

descriptive statistics from the rubrics to evaluate areas of strength and weakness. These group discussions each spring shape assignment revisions in earlier courses in the program.

Q. Advanced Teacher - **Provide a narrative about each of the assessment areas assigned to this program**. The Advanced assessments have five (5) or more areas to be addressed. Discuss the data analysis and explain how the assessment data supports/validates a candidate's ability through the progressions of this program.

We use the practicum portfolio to address all five areas: candidate knowledge, professional dispositions, data and research-based decision making, integration of technology, and clinical practice. Candidates submit lesson plans covering 30-hours of instruction with ESL students and include the following information: content learning objectives, linguistic focus, TESOL standards, KAS, methods, traditional and technological materials, assessment of student learning plan, assessment results, analysis of learner errors related to content. appropriate assessments and standards and a final reflection over their entire experience. At the end of this collection of lesson plans, candidates complete a reflection over the entire process to cover KTPS 1-10: the overall success in meeting students' academic needs, the effectiveness of the methods used, theories of second language acquisition evidenced in the classroom [content knowledge], the methods of assessing students, and growth in students' ability to meet TESOL standards and Kentucky academic standards, and a plan for future professional development. All TESOL faculty review each practicum portfolio and score critical reflection at the end of the academic year using a rubric. The program coordinator then provides descriptive statistics on the rubric scores. Additional statistical analyses are not valid with the sample size we have in our program. Our graduate cohorts are historically 1-2 students. Our largest cohort in 2018-2019 only included 5 students. The important assessment comes from all TESOL faculty reviewing each graduating candidate's capstone work using a set criteria for evaluation. Since we all teach the students at different stages of the program, the faculty reflection on the capstone work assessment is focused on candidate progression of knowledge.

We use the TESOL Praxis to assess the first two areas. ETS develops the questions on this test with the TESOL/NCATE standards for TESOL P-12 teacher education programs and in collaboration with CAEP. The exam is divided into five sections: the foundations of learning; planning, implementation, and management of instruction; assessment; and cultural and professional aspects of education. Validity and reliability of the Praxis exam are established by the test's manufacturer, Education Testing Service (ETS). According to page 50 of *The Praxis Study Companion for English to Speakers of Other Languages* (5362), "ETS consulted with practicing teachers and teacher educators around the country during every step of the Praxis test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers. After the results were analyzed and consensus was reached, guidelines, or specifications, fo9r the selected response and constructed-response tests were developed by teachers and teacher educators.

Following these guidelines, teachers, and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness…During this "validity study"," the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state's licensing agency determined the final passing-score requirement. ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure." More information can be found in the 2014 document, *ETS Standards for Quality and Fairness*.

We use the revised research paper for area three. First, candidates revise and expand upon a research paper from an earlier class to show progression of skill. These papers focus on a specific theoretical issue related to second language acquisition and a review of research on classroom interventions to support advancement. The specific focus of the paper will vary the specific KTPS standards addressed in the paper, but all papers address Standard 4 Content Knowledge. All faculty rate the revisions using a rubric that evaluates these areas: articulation, evidence, critical thinking, professionalism, and APA formatting. Because this is a second draft, faculty use descriptive statistics from the rubrics to evaluate areas of strength and weakness. These group discussions each spring shape assignment revisions in earlier courses in the program.

Program faculty use the dispositions form for area two and five. This rubric was adapted by the College of Education from Wayda and Lund (2005). Again because we are only working with one or two students at a time, we are able to share how our students score on the dispositions form and growth between observation one and two. In addition, graduate certificate students in TESOL are already experienced, licensed teachers and expected to be performing at target (5). We do not have the ability to do further statistical analysis with such small numbers. The program will adopt the new dispositions form being tested by the College of Education this semester.

Q. Summary Analysis for Programs - Provide a holistic summary and rationale for how all key assessment areas demonstrate the program's overall quality, and how each candidate has demonstrated adequate performance of the appropriate standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and supplements the analysis summary and improvement sections. If the EPP chooses to append EPP-designed reports, a narrative description/interpretation of the report(s) must be included.

For the revised research paper, teaching observation, and the portfolio/critical reflection, review of student performance data revealed a few trends based on our largest cohort in 2018-2019. Faculty were not able conduct analysis of 2019-2020 data due to COVID.

Research paper (KTPS 4, Assessment area 3)- Students continue to struggle with critical thinking in writing, APA formatting, and professionalism [grammar knowledge]. The average rubric score was below a 2.5 in these three areas.

Teaching observations (KTPS 3,9; Assessment areas 2, 5)- Students were intentional in applying research-based practices and sensitive to cultural needs and creating a supportive classroom.

Practicum portfolio/critical refelction (KTPS 1-10; Assessment areas 1-5)- Students' average score was above a 2.5 in four of seven categories on the rubric. Weakest area was student ability to create and respond to an assessment plan.

Praxis exam (KTPS 1-10; Assessment area 1)- Five students took the Praxis in spring 2019. Four passed.

Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.

Research paper (KTPS 4; Assessment area 3)-develop scaffolded assignment in ENG 407G for students to identify, evaluate, and cite primary sources. ENG407G also includes guidance on use of signal phrases and organization strategies for the final project in that class.

Teaching observations (KTPS 3,9; Assessment areas 2, 5)- Students struggle with depth of detail/professionalism of language. New linguistic analysis project in ENG 407G and project options in ENG 408G provide opportunities to practice professional language before 471G.

Practicum portfolio/critical refelction (KTPS 1-10; Assessment areas 1-5)- Faculty developing a 300-level assessment course as a part of the program revision currently under way.

Praxis exam (KTPS 1-10; Assessment area 1)- Five students took the Praxis in spring 2019. Four passed. Performance data suggest that the program has one of the highest Praxis II pass rates in the state.

Q. Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that an educator preparation provider (EPP) has established to promote, monitor, evaluate, and enhance operational effectiveness and the quality of the educator preparation provider's candidates, educators, curriculum, and other program requirements. The Quality Assurance System ensures continuous improvement by relying on a variety of measures, establishing performance benchmarks for those measures (with reference to external standards where possible), seeking the views of all relevant stakeholders, sharing evidence widely with both internal and external audiences, and using results to improve policies and practices in consultation with partners and stakeholders. The Quality Assurance System should contain the assessments, rubrics and analysis for the EPP wide assessments for the initial teacher programs and program assessments for the advanced programs. Define the EPP transition points and distinguish between the "Initial" and "Advanced" programs. Highlight any differences or exceptions at the program level (i.e. Occupation-based; Communication Disorders). Attach your full Quality Assurance System document using the "Attach Supporting Documents" module. Provide a summary of the EPP's Quality Assurance System and process for collecting and analyzing data for program improvement.

WKU has developed a comprehensive Quality Assurance Plan, which allows all programs to follow consistent and well defined procedures in the development, implementation, and the interpretation of the assessments used to provide evidence of candidate performance and program quality. The document defines the following:

- EPP Steps to Establishing Validity
- Development, Piloting, and Refinement
- Assessment Use and Training
- Assessment Use and Training
- Types of Validity Evidence
- Results Analysis and Interpretation
- Uses Results to Improve Program Elements and Processes
- The WKU QASP Document provides additional details on these items.

All IP and AP programs at WKU follow the overall Quality Assurance Plans included in the program documentation.

CURRICULUM CONTRACT:

CURRICULUM CONTRACT
Graduate English as a Second Language Endorsement, Grades P-12
(WKU #132, EPSB #18 Proficiency #5886)
Leading to KE36 ESL Endorsement
(this program does not lead to a degree)

Candidate Contact Information:

Last Name	First Name	Middle Name/Initial	WKU ID Number

Street		Home Phone Number	Cell Phone Number

City	State	Zip Code	Email Address

Admission Requirements:
To be admitted into a WKU educator preparation program, candidates must meet all minimal criteria described under "Transition Point 1: Admission to Education Preparation Programs."

REQUIRED COURSES	HOURS
ENG-407G	3
ENG-408G	3
ENG-565	3
ENG-566	3
ENG-471G	4
Foreign Language-Fulfilment of Colonnade requirements. (May be waived if candidate demonstrates proficiency in a foreign language.)	0-6
Candidates must have a current teaching certificate or Statement of Eligibility (SOE) in order to be admitted into the ESL program	

Mid-Point Assessment Requirements:
To be admitted into the Final Clinical Experience (ENG 471G TESOL Practicum), candidates must meet all minimal criteria described under "Transition Point 2: Admission to Final Clinical Experience."

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under "Transition Point 3: Program Exit."
2. Note that additional requirements (described below) must be met in order to be recommended for certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Advanced Preparation Program

Transition Point 1: Admission to Education Preparation Program				
Data Reviewed	*Minimal Criteria*	*Review Cycle*	*Reviewed By*	*Approved By*
<u>Unit Level Data:</u>	*for Admission/Continuation*			
• Admission Application • Transcripts • Existing Teaching Certificate or Statement of Eligibility (SOE)	• Completion of Graduate application • Bachelor's degree • Undergraduate or graduate gpa of 3.0 or higher • One undergraduate course in linguisits or other appropriate area • Evidence of current teaching certificate or SOE • Evidence of 4C's	Each Month	Program Director or Office of Professional Educator Services	Program Director or Office of Professional Educator Services
Transition Point 2: Admission to Final Clinical Experience (English 471G TESL Practicum)				
Data Reviewed	*Minimal Criteria for Exit*	*Review Cycle*	*Reviewed By*	*Approved By*
<u>Program Specific Data</u> • ESL Program course grades	• 3.0 or above • No final grade less than a B in program courses	Each Year	Program Director	Program Director
Transition Point 3: Program Exit				
Data Reviewed	*Minimal Criteria for Exit*	*Review Cycle*	*Reviewed By*	*Approved By*
Program Specific Data	*Program Exit*			
• Foreign Language • Overall GPA • ESL Course Grades • TESOL Praxis	• 3.0 or above • No course lower than a 'B' • Completion of all ESL program requirements • Completion of foreign language coursework equivalent to WKU's Colonnade requirements • Passing score on TESOL Praxis	Each Year	Program Director	Certification Officer

To be recommended for endorsement/certification, an applicant must document:
Candidates seeking an ESL endorsement must have a current teaching certificate or Statement of Eligibility (SOE) and Passing score(s) on the appropriate ESL PRAXIS Exam(s).

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the Division of Division of Educator Preparation, Assessment, and Internship at toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):   **Education Advisor's Signature/Date:**

_____   Signature   Date

Candidate Signature/Date: **Specialization Advisor's Signature/Date (if needed):**

_____

Signature   Date   Signature   Date

END OF CURRICULUM CONTRACT