



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: 4-8-2020

Preparation Level:	<input checked="" type="checkbox"/> Graduate	
Grade Levels:	<input type="checkbox"/> P-5 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12	
Modes of Delivery:	<input type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Hybrid	
Degree Type:	<input type="checkbox"/> Masters <input type="checkbox"/> Rank II <input type="checkbox"/> Rank I <input type="checkbox"/> Doctorate	<input type="checkbox"/> Non-Degree 5 th Year <input type="checkbox"/> Non-Degree 6 th Year <input checked="" type="checkbox"/> Certification Only <input type="checkbox"/> Specialist
Program Route:	X Traditional <input type="checkbox"/> Option 6 <input type="checkbox"/> Option 7 X Proficiency	
Program Codes:	WKU#132 EPSB#18 Cert Only EPSB#5886 Proficiency	
University Catalog:	https://www.wku.edu/undergradcatalog/ 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 table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment				
	ENG-407G	ENG-408G	ENG-471G	ENG-565	ENG-566
Standard 1. Learner development	X	X	X	X	
Standard 2. Learning differences		X	X	X	
Standard 3. Learning environments			X		
Standard 4. Content knowledge	X	X	X	X	X
Standard 5. Application of content	X	X	X	X	
Standard 6. Assessment	X		X		X
Standard 7. Planning for instruction	X	X	X	X	
Standard 8. Instructional strategies		X	X	X	
Standard 9. Professional learning and ethical practice	X	X	X	X	
Standard 10. Leadership and collaboration			X	X	

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a. Support individual and collaborative learning; and
- b. Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

- c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- e. Take responsibility for student learning;
- f. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- g. Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

TESOL P-K-12 Teacher Preparation Standards	Course Alignment				
	ENG-407G	ENG-408G	ENG-471G	ENG-565	ENG-566
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language Learners (ELLs) acquire academic language and literacies specific to various content areas.	X	X	X	X	
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.		X	X	X	X
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.	X	X	X	X	
STANDARD 4: ASSESSMENT AND EVALUATION Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.	X		X		X
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.		X	X		

PROGRAM FACULTY:

Name	Gender	Race / Ethnicity	Status / Academic RANK at IHE Full-time, 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., SACSOC 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 (SACSOC 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 2018-present 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 5 th grade in bilingual program for Los Angeles County School District	ENG407G, ENG408G, ENG565, ENG566, ENG471G
Alison Youngblood	Female	White/Caucasian	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).

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 Praxis II	End End
2	Professional Dispositions	Practicum portfolio Supervising teacher evaluation using CEBS dispositions rating form	End End
3	Data and Research driven decision making	Practicum portfolio	End
4	Integration of Technology in the discipline	Practicum portfolio	End
5	Clinical Practice (integrated practices of diversity)	Practicum portfolio	End

*Q. Clinical Partnerships and Practice: Describe all clinical partnerships with P-12 schools that are currently active. **How do clinical partners co-construct 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.)*

Students in this program work with local public schools to complete their 30 hours of supervised teaching. Students pursuing an endorsement are supervised by a cooperating teacher and are observed twice by a TESOL faculty member. Because our teacher candidates are already completing time in the schools through their primary certification requirements, students are able to combine our required hours with hours they are completing for their education major. Supervisory P-12 teachers complete a student dispositions evaluation and submit it directly to the TESOL program supervisor to provide feedback on our candidates. This information is collated and anonymized and shared with TESOL faculty during our annual assessment review of practicum student portfolios and research papers. This assessment review also drives curriculum revisions as needed.

*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.***

Student completes a portfolio in the practicum class, and they are evaluated by the P-12 supervisory teacher as well as a TESOL faculty member. Students are not allowed to complete the practicum before completing all other theoretical 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.

*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**.*

The TESOL program recruits students in EDU 250 and ENG 302. Students are beginning to complete their observation hours in schools and seeing the diverse student body in the surrounding counties. Students self-select into the program after completing ENG 302, so they have a particular interest in linguistics and the community of non-native speakers. Once in the TESOL minor, 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 P-12 teacher 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. 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.

<p><i>Q. Briefly describe how candidates use the Kentucky P-12 curriculum framework and the Kentucky P-12 assessment system to guide instruction.</i></p>
<p>Candidates work with a certified P-12 educator to develop lesson plans that fit into the curriculum framework and assessment system for that classroom. Candidates rely on guidance from their supervising teachers as not all of our candidates are able to be placed with an ESL teacher. Many work with content area teachers because they are pursuing TESOL as an endorsement. The candidates focus on following the curriculum and assessment systems for their discipline while making the classroom accessible to language learners. Candidates learn about ACCESS in ENG 566 so that they can decipher test scores for their language learners to shape meaningful instruction.</p>
<p><i>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.</i></p>
<p>Our candidates work with certified P-12 teachers during their practicum experiences. They are exposed to and must be mindful of this framework and assessment system when designing lessons and assessing students. Because our students are seeking a TESOL endorsement, many focus their preparation on how to make their content area classrooms accessible for language learners. They are focusing on developing appropriate content knowledge and language skills to support content communication.</p>
<p><i>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).</i></p>
<p>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.</p>
<p><i>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.</i></p>
<p>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.</p> <p>In ENG 471G, students complete a portfolio as well as a reflection. This reflection gives students the space to apply what they have learned from their 30 hours of 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.</p>
<p><i>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</i></p>

In ENG 471G, students complete a portfolio as well as a reflection. This reflection gives students the space to apply what they have learned from their 30 hours of 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.

Explain assessment 471 portfolio, lesson plans have an assessment place, why they used it, and what that tells them. They do a reflection paper that talks about their assessment practices a whole.

In this 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 grade each practicum portfolio. After the faculty assessment of all practicum students in the academic year, faculty meet in the spring to identify specific areas of improvement from the previous cohort, any areas of decreased performance, and a plan for improvement. 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.

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 capstone class to assess the candidate's progression through the program. First, candidates revise and expand upon a research paper from an earlier class. These papers focus on a specific theoretical issue related to second language acquisition and a review of research on classroom interventions to support advancement. After creating a polished, publishable research paper. Students move on to the teaching portfolio. This bridges theory and practice. Students complete 30 hours of instruction in a P-12 setting with a supervisory teacher. They develop lesson plans and appropriate assessments for their classtime. They are observed teaching by a TESOL faculty member. After completing the this experience, they generate a reflection. At this time, students have taken several courses and spent 30 or more hours working with ESL students. Throughout this process, they have acquired knowledge about research and practice. They reflect on both. Specifically, they consider research from previous classes (in this program) and their experiences in the ESL classroom. This exercise is meant to be critical; they are tasked with exposing gaps in themselves, the settings in which they have learned and taught, and the students they've worked with. Their future plans for professional development are also part of this discussion.

<p><i>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.</i></p>
<p>See CAEP TESOL Grad Assessment document for a holistic summary of student performance, assessment data, and program improvement plans.</p>
<p><i>Q. Continuous Improvement Plan for this program category - Provide an explanation of how assessment data are/were used to improve this program.</i></p>
<p>The data for the program will be collected in the WKU E-PASS System, aggregated/disaggregated and provided back to the program for review each year. Each Program will complete an Annual Program Report (APR) as described in the QASP section 5.3 A and Appendix B.</p>
<p><i>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.</i></p>

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:

- To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
- Note that additional requirements (described below) must be met in order to be recommended for certification.
- 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>	<i>for Admission/Continuation</i>			
<ul style="list-style-type: none"> Admission Application UG GPA Existing Teaching Certificate or Statement of Eligibility (SOE) 	<ul style="list-style-type: none"> Completion of Graduate application GPA 2.75 or greater Evidence of current teaching certificate or SOE 	Each Month	Program Director	Program Director
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> <ul style="list-style-type: none"> ESL Program course grades 	<ul style="list-style-type: none"> 3.0 or above 	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	<i>Program Exit</i>			
<ul style="list-style-type: none"> Foreign Language Overall GPA KA Assessment Scores ESL Course Grades 	<ul style="list-style-type: none"> Fulfillment of foreign language requirements 3.0 or above KA Scores of 2.5 or higher No course lower than a 'B' Completion of all ESL program requirements 	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****