Professional Education Unit

Program Review Document 3:
Program Experiences

Preparation Program: **ESL Endorsement**
Degree: **None** (Certification Only)
Certification Level: **P-12**
Preparation Level: **Advanced**
Rank Level: **Certification Only**
Date Submitted: **February 1, 2010**

Link to Graduate Catalog: **Graduate Catalog**

State Regulation governing this program: **16 KAR 2:010**

The following WKU faculty and staff have contributed to the development of this document: Dr. Lesa B. Dill, Dr. Alex Poole, and Dr. Elizabeth Winkler.

Introduction

Program Relationship to Unit Conceptual Framework and Continuous Assessment Plan

WKU's *Conceptual Framework* represents beliefs and values that are shared by all programs that prepare university students to enter education professional fields. These fields include:

- Teachers in elementary, middle, and high schools
- Library media specialists
- Principals and superintendents
- School counselors
- School nurses
- School psychologists
- Speech pathologists

All these education professional preparation programs are considered by the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB) to represent WKU's *Professional Education Unit*. Faculty representatives from each of the education fields in the *Unit* were involved in various aspects related to the development and approval of the *Conceptual Framework*. An abridged version of the *Conceptual Framework* is attached to this document as Appendix A.

It is important to note that during the development of the Conceptual Framework, committee members thought it important to delineate all essential beliefs, ideas, and implications *even if they were difficult to measure or live out.* Thus, many beliefs, ideas, or implications reflect what the unit *aspires* to accomplish over time.

Based on these values, the Professional Education Council adopted the unit-wide *Continuous Assessment Plan*. From this plan, each program developed a Program Assessment Plan (Appendix B). As can be seen from our plan, the "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards. All these assessments are used to guide decisions as indicated in the Transition Points. The "Other Key Data Collection Matrix" identifies where other unit-wide data related to the unit *Conceptual Framework* are collected within the endorsement.

Furthermore, to ensure that all our program candidates work with diverse students, we require 30 supervised clock hours of ESL teaching in Kentucky public schools. Student complete these hours in English 471G The following courses, assessments, and experiences within the endorsement provide additional opportunities for our program candidates to address topics related to diversity:

English 407G Linguistic Analysis: This class gives students the skills to an analyze the syntax, morphology, sound system, and semantics of English and other languages in order to address difficulties in second language learners' development in these areas. Students learn these skills via the course text, articles, class handouts, and digitalized sounds systems for English and other languages from websites such as the International Phonological Association, Ethnologue, and the American Dialect Association. Students are required to do phonological, phonetic, syntactic, morphological and semantic analyses using English and other languages. Students are expected to use MLA or APA style when citing sources. These exercises prepare them for the exam, which asks them to do similar things, in addition to discussing their implications for ESL students' grammar, pronunciation, and word use. Finally, students are required to do research based essays in which they extensively analyze a language using materials from the library and

the Internet in any of the four major content areas (syntax, morphology, sound system, and semantics) in order to reinforce principles in the class and recognize what difficulties may occur in these areas with their ESL students.

English 408G Psycholinguistics and Sociolinguistics: Students reflect upon how first and second language languages develop cognitively and socially inside and outside of the classroom, and how language varies according to ethnicity, gender, region and historical time period. They do this via homework exercises, pop quizzes, exams, and a library-based research paper. In homework assignments, students are required to analyze and reflect on how a particular aspect of language use and development (ethnicity, gender, region, and historical time period) arises, functions in real time, and is viewed by various members of society such as peers, parents, and teachers. These assignments require students to utilize articles, class handouts, and audio files found on Blackboard and the Internet. Exams require students to display an in-depth knowledge and understanding of the issues covered in homework assignments. In the research paper, students must extensively treat one aspect of language use and development using print library sources, electronic databases, and professional linguistic websites. Topics that students may select include the value of individual and societal bilingualism, how bilingualism functions at the cognitive level, the link between first and second languages, and how male and female language usage differs at the cognitive and social levels. APA style must be used when citing sources in assignments and the paper.

English 565 Integrated TESL: In this course, students cover a wide variety of issues associated with second language acquisition and teaching, including the cognitive, emotional and social issues associated with child/adult L2 acquisition in naturalistic and classroom environments; the methods and materials used to teach ESL; strategy instruction in the L2 classroom; classroom, unit, and standardized testing; the use of technology in ESL instruction; working with mainstream teachers, parents, and the local community; and professional development. They do this via critical chapter/article reviews, weekly Blackboard participation, a professional development plan, a website evaluation, lesson plans, classroom observations, and an error analysis project. In critical chapter/article reviews, students are required to analyze and reflect on the theoretical arguments and instructional implications associated with language acquisition theory, assessment, classroom teaching methods and techniques, and working with mainstream teachers. In Blackboard discussions, they are required to summarize, criticize, reflect on, and exemplify the theoretical arguments and pedagogical implications of the week's assigned readings and notes. Topics covered in such discussions include bilingualism, culture, and working with parents. Also, students are required to develop a professional development plan that requires students to evaluate their own knowledge of professional literature, professional organizations, their students' needs, the institution's requirements, and develop a plan to address their deficits in these areas. Students also carry out a website review of a major ESL advocacy group (TESOL, AAAL, NABE, etc.) in which they discuss the group's activities, positions toward L2 learning and instruction, and the quantity and quality of the information presented in the website. Lesson plans require students to plan activities associated with specific L2 skills (reading, writing, grammar, pronunciation, etc.) and integrate local, state, and federal standards into them. Fourth, students observe ESL classrooms in order to get an idea of how practicing teachers use various L2 methods and materials, implement standards, and manage instruction for learners with varying learning goals/needs. Finally, students carry out an error analysis project in which they explain and exemplify the grammatical, orthographical, phonological, and lexical difficulties that learners from selected L1s have when learning English. First languages frequently seen in the Commonwealth of Kentucky (e.g. Spanish, Russian, Arabic, Chinese, and Korean) are focused on. All sources must be cited using APA style.

English 566 Teaching and Testing ESL Grammar: In this class, students learn about the following issues: the different types of English grammar (prescriptive, descriptive, and pedagogical); how ESL learners' grammar develops in theory and practice; the methods and techniques used to teach ESL

grammar; and the methods of evaluating ESL students, in general, and ESL students' grammar, specifically. They do this via weekly Blackboard participation, an extensive research paper/project, short response essays, critical chapter/article reviews, and an interview with a practicing ESL teacher. In Blackboard discussions, they are required to summarize and reflect on the theoretical arguments and pedagogical implications of the week's assigned readings and notes. The 15-page extensive research paper/project is an undertaking in which they are required to discuss specific grammar difficulties that ESL or EFL learners have and exemplify some specific techniques/activities aimed at helping them with these difficulties. This requires a minimum of 10 library sources, and the use of APA style. The short response essays involve doing three, 3-4 page, short response essays based on specific readings. These essays require students to analyze certain issues in-depth or add their highly critical "two cents" to the issue (s). Part of these essays will involve collaborating with an assigned partner in order to solve a specific problem associated with the topic or reflect on its significance. The following issues are covered: oral/written error correction, problems with assessing the content knowledge of K-12 ESL students, and teachers' beliefs about teaching grammar. Students must use APA style in these essays. In critical chapter/article reviews, students review ten chapters and/or articles in which they condense the major points of the reading; discuss the pedagogical significance of the reading's main points/research findings; and point out the weaknesses (content-wise, stylistic, or in any other way) of the reading. They must divide these reviews among the following topics: prescriptive/descriptive/pedagogical grammar; theoretical views on L2 grammar acquisition; approaches and methods to teaching grammar; classroom assessment; and standardized assessment. Finally, students do an in-depth interview with one ESL teacher about the role of grammar in their classroom and in their school's curriculum. They can pick any grade level (P-12, college, community college, etc.) they wish, but it should correspond to the grade level they teach or plan to teach. They must ask them a minimum of ten questions regarding their training in grammar, their view about the nature of second language grammar acquisition, their opinion on how grammar should be taught, and the difficulties that their students have with grammar.

English 471G TESL Practicum: The course gives students practical experience working with ESL students in public schools and other settings (e.g., community colleges, intensive English institutes, and community education programs). Students have the opportunity to apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, and legislation. Students complete a portfolio which documents 30 hours of ESL teaching in a public school setting. In this portfolio, students must do the following: discuss and reflect upon their students' grammatical, lexical, and pronunciation difficulties; describe the methodologies they used to help students reach the stated linguistic and/or content goals; and assess students' learning in individual lessons. In addition, students compose short essays that require them to reflect on specific aspects of their experiences, and write summaries on technology, language proficiency assessment, language rights and laws, and working with parents. They also do book reviews on the rule of culture and identity in instruction, professional development, collaboration, and leadership.

Finally, after the Professional Education Council adopted a unit-wide set of dispositions (see Appendix A), we identified courses and experiences where we or other field observers (e.g., cooperating teachers) assess our students' display of behavior associated with these dispositions: ENG 471G

Program Overview

- *Brief Program Description*

The ESL program at Western Kentucky University serves three unique audiences: American students interested in teaching English abroad, international students who want to teach English in their home

countries, and those who desire the ESL endorsement to teach in Kentucky public schools. Three courses are regularly offered on-line (English 408G Psycholinguistics and Sociolinguistics; English 565 Integrated TESL; English 566 Teaching and Testing ESL Grammar), and three are offered in the evenings/summers in order to accommodate students who are working and doing student teaching or field experiences for other education courses (English 471G TESL Practicum; English 407G Linguistic Analysis; English 565 Integrated TESL). Before enrolling in the program, students must have completed English 104 (Introduction to Linguistics), English 302 (Language and Communication), or English 304 (English Language). Off-campus observations are required. Students are also required to complete six hours of a foreign language, and achieve a minimum score of 620 on the ESL Praxis (20360). Students must be certified in a content area such as English, foreign language, science, or art. Since this program in an endorsement and not a degree program, it only becomes valid if certification in a content area is acquired.

- *Standards Addressed by Program*

Kentucky Teacher Standards
TESOL Standards

A. Content Standards

1. Course Descriptions

*ENG 104 Introduction to Linguistics 3 hours
A general introduction to language study with emphasis on units of sound, units of meaning, sentence structure, dialects, and other cultural aspects of language. Focus is on the English language.

*ENG 302 Language and Communication 3 hours
Prerequisite: ENG 100.
A course in English grammar and usage designed primarily for elementary education majors. Emphasis is given to sentence structure. Attention is also given to the nature of language, historical backgrounds, dialects, and standards of correctness.

*ENG 304 English Language 3 hours
Prerequisite: ENG 100.
A study of the sounds, word structures, and sentence patterns of modern English, with emphasis given to parts of speech, phrases, and clauses.

*Students must complete any one of the three above listed courses in order to enroll in core ESL courses.

ENG 407G Linguistic Analysis 3 hours
Prerequisites: ENG 100, ENG 200 or any other course from Gen Ed Cat B1 and one undergraduate course in linguistics or English grammar.
The study of current linguistic theory, which includes the important levels of language as a means of communication, as well as some of the various theories and applications of linguistic theory to other fields of study.

ENG 408G Psycholinguistics and Sociolinguistics 3 hours
Prerequisites: ENG 100 and ENG 200 or any other course from Gen Ed Cat B1 and English 407G
The study of how sociology and psychology contribute to the study of linguistics. Emphasis on social and regional dialects, first and second language acquisition, and speech perception and production.

ENG 565 Integrated TESL 3 hours
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. Students are responsible for arranging their own transportation to designated or assigned sites.

ENG 566 Teaching and Testing ESL Grammar 3 hours
Prerequisite: English 407G
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. Students are responsible for arranging their own transportation to designated or assigned sites.

ENG 471G TESL Practicum 4 hours
Prerequisites: English 407G, 408G, 565, 566 and permission of the instructor
Observation and instruction in public schools or other appropriate settings. Students are responsible for arranging their own transportation to designated or assigned sites.

Six Hours of Foreign Language

ESL Praxis of 620

2. Standard Alignment Matrices

- *Program Alignment to Kentucky Teacher Standards*

Appendix B contains our Program Assessment Plan. The "Critical Performance Assessment Alignment Matrix" describes the assessments that our program uses to measure candidate progress toward the Kentucky Teacher Standards.

- *Program Alignment to Learned Society Standards:*

Table 1 demonstrates the alignment of our content courses with our learned society standards.
1. Language: (A) Describing Language; (B) Language Acquisition and Development
2. Culture: (A) Nature and Role of Culture; (B) Cultural Groups and Identity
3. Instruction: (A) Planning for Standards-Based ESL and Content Instruction; (B) Managing and Implementing Standards-Based ESL and Content Instruction; (C) Using Resources Effectively in ESL and Content Instruction
4. Assessment: (A) Issues of Assessment for ESL; (B) Language Proficiency Assessment; (C) Classroom-Based Assessment for ESL
5. Professionalism: (A) ESL Research and History; (B) Partnerships and Advocacy

Table 1. Content Course Alignment to Learned Society Standards					
LEARNED SOCIETY STANDARDS: TESOL	English 407G	English 408G	English 471G	English 565	English 566
1A. Describing Language	X	X	X	X	X
1B. Language Acquisition and Development	X	X	X	X	X
2A. Nature and Role of Culture		X	X	X	
2B. Cultural Groups and Identity		X	X	X	
3A. Planning for Standards-Based ESL and Content Instruction			X	X	
3B. Managing and Implementing Standards-Based ESL and Content Instruction			X		
3C. Using Resources Effectively in ESL and Content Instruction			X	X	
4A. Issues of Assessment for ESL			X	X	X
4B. Language Proficiency Assessment			X		X
4C. Classroom-Based Assessment for ESL			X	X	X
5A. ESL Research and History			X	X	X
5B. Partnerships and Advocacy			X	X	
5C. Professional Development and Collaboration			X	X	

3. Courses/Experiences that Address the Professional Code of Ethics

On the first day of English 471G (TESL Practicum), EPSB's Professional Code of Ethics is discussed. At the conclusion of the class, candidates must sign that they have read and are committed to upholding the code of ethics.

B. KERA Initiatives

The Combined Curriculum Document (CCD), located at the following url: http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/, is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment (the content that is appropriate to be included on the state assessment). The CCD subsumes these three Kentucky P-12 curriculum requirements under the umbrella of "Big Ideas." Table 2 describes how we introduce our candidates to the CCD and to each of the "Big Ideas" associated with our education preparation program, as well as how we ensure our candidates are prepared to teach these concepts to meet the KDE P-12 curriculum requirements in their future P-12 classrooms.

Table 2: Program Alignment to KERA "Big Ideas" for English as a Second Language Endorsement
Big Idea 1: Forming a Foundation (Reading) Forming a foundation requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading a variety of texts at the word, sentence, and connected text level across all content areas. **1.2: Students make sense of the variety of materials they read.** All courses in the program (English 407G, 408G, 565, 566) are graduate-level classes, and thus are reading intensive. Specifically, English 408G, 565, and 566 require students to not only comprehend course texts and articles, but also to critically analyze their pedagogical implications and limitations; discuss their theoretical gaps, and contradictions; and highlight areas in which further research is needed. Specifically, in English 408G, students are required to analyze and reflect on how a particular aspect of language use and development (ethnicity, gender, region, and historical time period) arises, functions in real time, and is viewed by various members of society such as peers, parents, and teachers. These assignments require students to utilize articles, class handouts, and audio files found on Blackboard and the Internet. In English 565, students cover a wide variety of issues associated with second language acquisition and teaching, including the cognitive, emotional and social issues associated with child/adult L2 acquisition in naturalistic and classroom environments; the methods and materials used to teach ESL; strategy instruction in the L2 classroom; classroom, unit, and standardized testing; the use of technology in ESL instruction; working with mainstream teachers, parents, and the local community; and professional development. They do this via critical chapter/article reviews, weekly Blackboard participation, a website evaluation, lesson plans, classroom observations, and an error analysis project. In critical chapter/article reviews and Blackboard participation, students are required to analyze, exemplify, and reflect on the theoretical arguments and instructional implications associated with second language acquisition theory, bilingualism, culture, assessment, classroom teaching methods and techniques, working with mainstream teachers and parents, and professional development. Many of these reviews and discussions deal with specific methods and techniques aimed at helping ESL students read at grade level, such as the Language Experience Approach, guided reading, Whole Language, extensive reading, and reading strategies.
Big Idea: Writing Content: To communicate effectively, students should be able to write for a variety of authentic purposes and audiences in a variety of forms, connecting to prior knowledge and the students' understanding of the content. In their writing, students should be able to create a focused purpose and controlling idea and develop ideas adequately considering the purpose, audience and form. **1.11: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.** English 408G, 565, and 566 are graduate-level classes, and thus are writing-intensive. Students write short critical essays and longer research papers using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. Students are expected to observe APA citation norms. Specifically, in English 408G, students are required to analyze and reflect on how a particular aspect of language use and development (ethnicity, gender, region, and historical time period) arises, functions in real time, and is viewed by various members of society such as peers, parents, and teachers. These assignments require students to utilize articles, class handouts, and audio files found on Blackboard and the Internet. In the research paper, students must extensively treat one aspect of language use and development using print library sources, electronic databases, and professional linguistic websites. Topics that students may select include the value of individual and societal bilingualism, how bilingualism functions at the cognitive level, the link between first and second languages, and how male and female language usage differs at the cognitive and social levels. APA style must be used when citing sources in assignments and the paper. In English 565, students cover a wide variety of issues associated with second language acquisition and teaching, including the cognitive, emotional and social issues associated with child/adult L2 acquisition in naturalistic and classroom environments; the methods and materials used to teach ESL; strategy instruction in the L2 classroom;

classroom, unit, and standardized testing; the use of technology in ESL instruction; working with mainstream teachers, parents, and the local community; and professional development. They do this via critical chapter/article reviews, weekly Blackboard participation, a website evaluation, lesson plans, classroom observations, and an error analysis project. In critical chapter/article reviews and Blackboard discussions, students are required to analyze, exemplify, and reflect on the theoretical arguments and instructional implications associated with second language acquisition theory, bilingualism, culture, assessment, classroom teaching methods and techniques, working with mainstream teachers and parents, and professional development. Many of these reviews and discussions deal with specific methods and techniques aimed at helping ESL students develop a foundation for writing at grade level, including dialoguing, clustering, portfolios, and effectively using feedback. In English 566, students learn about the following issues: the different types of English grammar (prescriptive, descriptive, and pedagogical); how ESL learners' grammar develops in theory and practice; the methods and techniques used to teach ESL grammar; and the methods of evaluating ESL students, in general, and ESL students' grammar, specifically. They do this, among other ways, via critical chapter/article reviews, short essays, and a library-based research paper. In critical chapter/article reviews, students review ten chapters and/or articles in which they condense the major points of the reading; discuss the pedagogical significance of the reading's main points/research findings; and point out the weaknesses (content-wise, stylistic, or in any other way) of the reading. They must divide these reviews among the following topics: prescriptive/descriptive/pedagogical grammar; theoretical views on L2 grammar acquisition; approaches and methods to teaching grammar; classroom assessment; and standardized assessment. These essays require students to analyze certain issues in-depth or add their highly critical "two cents" to the issue (s). Part of these essays will involve collaborating with an assigned partner in order to solve a specific problem associated with the topic or reflect on its significance. The following issues are covered: oral/written error correction, problems with assessing the content knowledge of K-12 ESL students, and teachers' beliefs about teaching grammar. Students must use APA style in these essays. Finally, the 15-page extensive research paper/project is an undertaking in which they are required to discuss specific grammar difficulties that ESL or EFL learners have and exemplify some specific techniques/activities aimed at helping them with these difficulties. This requires a minimum of 10 library sources, and the use of APA style. All of these assessments (reviews, short essays, and the research paper) aid teachers impart written grammar to their ESL students, which they need in order to form correct sentences and develop various types of discourse structures.

Table 3: How Program Addressed EPSB Themes

COURSES	EPSB Themes				How Course Addresses Theme
	Diversity	Assessment	Literacy	Closing Achievement Gap	
English 407G	X				This class gives students the skills to an analyze the syntax, morphology, sound system, and semantics of English and other languages in order to address difficulties in second language learners' development in these areas.
English 408G	X				Students reflect upon how first and second language languages develop cognitively and socially inside and outside of the classroom, and of how language varies according to ethnicity, gender, region and historical time period.
English 565	X	X	X	X	In this course, students cover a wide variety of issues associated with second language acquisition and teaching, including the cognitive, emotional and social issues associated with child/adult L2 acquisition in naturalistic

				and classroom environments; the methods and materials used to teach ESL; strategy instruction in the L2 classroom; classroom, unit, and standardized testing; the use of technology in ESL instruction; and working with mainstream teachers, parents, and the local community. Specifically, it gives future teachers knowledge of the techniques used to teach and assess ESL students' grammar, reading, and writing.
English 566	X	X	X	X	In this class, students learn about the following issues: the different types of English grammar (prescriptive, descriptive, and pedagogical); how ESL learners' grammar develops in theory and practice; the methods and techniques used to teach ESL grammar; and the methods of evaluating ESL students, in general, and ESL students' grammar, specifically. In this way, it gives future teachers knowledge of the techniques used to teach and assess ESL students' grammar and writing.
English 471G	X	X	X	X	Students will have the opportunity to apply theories and methods of second language acquisition with regards to the major skill areas (reading, writing, listening, speaking), assess ESL students' performance in these skill areas, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, and legislation, culture, technology, language proficiency assessment, collaboration, and leadership.

D. Program Faculty

See Table 4 below.

Table 4: Education and Content Faculty Information						
Faculty Name	**Highest Degree, Field, & University**	**Assignment: Indicate the role(s) of the faculty member[1]**	**Faculty Rank[2]**	**Scholarship[3], Leadership in Professional Organizations, and Service[4]: List up to 3 major contributions in the past 3 years[5]**	**Teaching or other professional experience in P-12 schools**	**Status to institution & education unit[6]**
Dr. Alex Poole	**PhD, TESL/Linguistics, Oklahoma State University**	**Faculty, Program Director**	**Assistant Professor**	**Published Articles/Chapters:** (2006). Gender and academic reading strategies: A survey of adult EFL learners in Mainland China. *Hong Kong Journal of Applied Linguistics, 10* (2). (2007). Characteristics of learners who frequently and rarely focus on form: A case study of four ESL students in a college writing class. *Korea TESOL Journal,8* (1), 59-75. **Forthcoming Article:** Poole, A. The academic reading strategies male and female college students use when reading online. *Journal of Balanced Reading Instruction.*	English instructor, Israeli Department of Education, Tiberius, Israel, summer 1998: Taught remedial English in summer camp format to underprivileged children English Instructor, University of Northern Iowa, Cedar Falls, Iowa, summer 2000: Taught basic English (reading,	**FT/PT**

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[1] For example, faculty, clinical super clinical supervisor, department chair, etc.

[2] For example, professor, associate professor, assistant professor, adjunct professor, instructor, administrator, etc.

[3] *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

[4] *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

[5] For example, three contributions of scholarship/service might be 1) officer of a state or national association, 2) article published in a specific journal, and 3) an evaluation of a local school program.

[6] Use these codes: FT/FT – full time to the university and full time to the unit/program; FT/PT – full time to the university and part time to the unit/program; or, PT/PT – part time to the university and part time to the unit/program.

					writing, listening, and speaking) to Mexican middle school students on exchange program	
Dr. Elizabeth Winkler	**PhD, Applied Linguistics, Indiana University**	**Faculty**	**Assistant Professor**	**Book:** (2007) Understanding Language: A Basic Course in Linguistics. London : Continuum Publishing. **Forthcoming Chapter:** (2008, In Press) Limonese Creole English. In: World Englishes - Volume 3 - Middle America: Co-Editors: Tometro Hopkins and Ken Decker. London: Continuum Publishing.	**NONE**	**FT/PT**
Dr. Lesa Dill	**PhD, Linguistics, University of Georgia**	**Faculty**	**Associate Professor**	**Sabbatical:** Received sabbatical in spring 2008 to develop pedagogical materials	**NONE**	**FT/PT**
Dr. Ronald Eckard	**PhD, Ball State University, TESL**	**Faculty (optional-retiree)**	**Professor**	**NONE**	**NONE**	**PT/PT**

E. WKU Curriculum Contract

See the following pages.

WKU

CURRICULUM CONTRACT

Graduate English as a Second Language Endorsement, Grades P-12

Note: Candidates seeking an ESL endorsement must complete or have completed a teacher certifiable major in order to be recommended for the endorsement. Successful completion of this program qualifies the candidate for an endorsement in English as a Second Language at the current certification level in the Commonwealth of Kentucky.

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

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ESL Endorsement Courses—22 hours

_____ ENG 407G – 3 hrs
_____ ENG 408G – 3 hrs
_____ ENG 565 – 3 hrs
_____ ENG 566 – 3 hrs
_____ ENG 471G – 4 hrs
_____ Foreign Language – 6 hrs *(May be waived if candidate demonstrates proficiency in a foreign language.)*

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Teacher Certifiable Major

Candidate must complete or have completed a teacher certifiable major at the undergraduate or graduate level in order to be eligible for the ESL endorsement.

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</table>

Required Prerequisite Courses—3 hrs (Choose one.)
_____ ENG 104 – 3 hrs
_____ ENG 302 – 3 hrs
_____ ENG 304 – 3 hrs

Mid-Point Assessment Requirements:
To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described on the next page under "Transition Point 2: Admission to Final Experience."

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

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

_____ / _____   _____ / _____
Candidate's Signature/Date   Specialization Advisor's Signature/Date

Delineation of Unit/Program Transition Points – Advanced Preparation, ESL Endorsement

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	Minimal Criteria for Admission/Continuation	Review Cycle	Reviewed By
Unit Level Data: ▪ Admission Application ▪ Undergraduate Degree ▪ GAP Score (UG GPA x GRE) ▪ Teaching Certificate	▪ Completion of application ▪ Evidence of degree ▪ 2200+ ▪ Evidence of certificate	Each Month	Graduate Studies
Additional Program Specific Data (if any): ▪ English 104 Introduction to Linguistics; or English 302 Language and Communication; or English 304 English Language	▪ C or higher in linguistics or grammar course	Each Semester	Program Director
Transition Point 2: Admission to Final Experience (English 471G TESL Practicum)			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Program Specific Data ▪ ESL course grades	▪ 3.0 or above	Each Year	Program Director
Transition Point 3: Program Exit			
Data Reviewed	Minimal Criteria for Exit	Review Cycle	Reviewed By
Program Specific Data ▪ Six hours of foreign language ▪ ESL Praxis ▪ Overall GPA of 3.0 or above ▪ ESL course grades	▪ B or higher in coursework ▪ Minimum score of 157 ▪ 3.0 or above ▪ No course grade lower than a 'B'	Each Year	Program Director

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 Ms. Rice at 502-564-4606 or toll free 888-598-7667.

F. Syllabi

The following syllabi associated with this endorsement are available for review at
http://edtech.wku.edu/peu/course-syllabi-epsb.htm:

ENG 407G
ENG 408G
ENG 471G
ENG 565
ENG 566

APPENDIX A

Professional Education Unit

Conceptual Framework Core Beliefs

Conceptual Framework
(03032008 version)

Mission
- The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Vision
- The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of school more efficient and effective.

Beliefs About Children & Schools

BELIEF 1
All children can learn at high levels.

BELIEF 2
All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

Beliefs About Education Professionals

BELIEF 3
Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

BELIEF 4
Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

BELIEF 5
Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

BELIEF 6
Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

BELIEF 7
Highly effective education professionals have a strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

- WKU has adopted the following knowledge and skills as key to the success of education professionals:

Kentucky's Teacher Standards

Standard 1 – Content Knowledge: Demonstrates a current and sufficient knowledge of certified content areas to develop student knowledge and performance in those areas

Standard 2 – Designs/Plans: Designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 3 – Learning Climate: Creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 4 – Implements/Manages: Introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 5 – Assessment: Assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 6 – Technology: Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research

Standard 7 – Reflection: Reflects on and evaluates specific teaching/learning situations and/or programs

Standard 8 – Collaboration: Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Standard 9 – Professional Development: Evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

Standard 10 – Leadership: Provides professional leadership within the school, community, and education profession to improve student learning and well-being

- WKU has adopted the following dispositions as key to the success of education professionals:

Candidate Values…	As Demonstrated by…
Learning	**Attendance -** Consistently attends class and is on time
	Class participation - Actively engaged and interested in the class activities
	Class preparation - Consistently comes to class well prepared
	Communication - Uses language to express ideas very effectively regardless of the age of the listener
Personal Integrity	**Emotional control -** Displays steady emotional temperament, is receptive to viewpoints of others and their suggestions
	Ethical behavior - Shows self to be a person of strong character
Diversity	Willingly works with others from different ability, race, gender, or ethnic groups
Collaboration	Actively seeks out and incorporates ideas of others and willingly works with others to improve the overall environment
Professionalism	**Respect for school rules, policies, and norms** - Knows school rules and policies, follows them consistently, understands the purpose of regulations and respects their intent
	Commitment to self-reflection and growth - Actively seeks suggestions and constructive criticism, regularly engages in learning through self-reflection
	Professional development and involvement - Makes use of information from professional organizations, professional publications, and educational resources
	Professional responsibility - Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement

BELIEF 8
Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Beliefs About Assessment and Accountability

BELIEF 9
Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

BELIEF 10
Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions		KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1

APPENDIX B

Professional Education Unit

Program Assessment Plan – Advanced Preparation

Name of Preparation Program: English as a Second Language Endorsement

Date Completed: August 24, 2009

Date Submitted: August 24, 2009

Submitted By: Alex Poole

Plan Version: 03032008

Critical Performance Assessment Alignment Matrix (Current: August 2009)
Advanced Preparation Professional Education Program (English as a Second Language)

Courses	Kentucky Teacher Standards									
	I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**	**X**
	Content Knowledge	Designs/Plans	Learning Climate	Manages Instruction	Assessment	Technology	Reflections	Collaboration	Professional Development	Leadership
ENG 407G	Exam/Essays					Phonological/ Syntactic/ Morphological/ Semantic Analyses	Exam/Essays			
ENG 408G	Exam/Research Paper					Analysis/ Reflection on Language Use/ Development	Exam/Research Paper			
ENG 565	Critical Reviews/ Blackboard Discussions	Lesson Plans	Critical Reviews/ Observations	Critical Reviews/ Observations	Critical Reviews/ Blackboard Discussions	Website Review/Critical Reviews	Blackboard Discussions	Critical Reviews/ Blackboard Discussions	Professional Development Plan	Critical Reviews/ Blackboard Discussions
ENG 566	Critical Reviews/ Blackboard Discussions/	Research Paper/Interview		Research Paper	Critical Reviews	Critical Reviews	Short Essays/ Blackboard Discussions	Short Essays		
ENG 471G	Portfolio	Portfolio	Portfolio	Portfolio	Portfolio	Article Summaries	Short Essays	Book Review	Book Review	Book Review

English 407G

This class gives students the skills to an analyze the syntax, morphology, sound system, and semantics of English and other languages in order to address difficulties in second language learners' development in these areas. Students learn these skills via the course text, articles, class handouts, and digitalized sounds systems for English and other languages from websites such as the International Phonological Association, Ethnologue, and the American Dialect Association. Students are required to do phonological, phonetic, syntactic, morphological and semantic analyses using English and other languages. Students are expected to use MLA or APA style when citing sources. These exercises prepare them for the exam, which asks them to do similar things, in addition to discussing their implications for ESL students' grammar, pronunciation, and word use. Finally, students are required to do research based essays in which they extensively analyze a language using materials from the library and the Internet in any of the four major content areas (syntax, morphology, sound system, and semantics) in order to reinforce principles in the class and recognize what difficulties may occur in these areas with their ESL students.

English 408G

Students reflect upon how first and second language languages develop cognitively and socially inside and outside of the classroom, and how language varies according to ethnicity, gender, region and historical time period. They do this via homework exercises, pop quizzes, exams, and a library- based research paper. In homework assignments, students are required to analyze and reflect on how a particular aspect of language use and development (ethnicity, gender, region, and historical time period) arises, functions in real time, and is viewed by various members of society such as peers, parents, and teachers. These assignments require students to utilize articles, class handouts, and audio files found on Blackboard and the Internet. Exams require students to display an in-depth knowledge and understanding of the issues covered in homework assignments. In the research paper, students must extensively treat one aspect of language use and development using print library sources, electronic databases, and professional linguistic websites. Topics that students may select include the value of

individual and societal bilingualism, how bilingualism functions at the cognitive   level, the link between first and second languages, and how male and female language usage differs at the cognitive and social levels. APA style must be used when citing sources in assignments and the paper.

English 565

In this course, students cover a wide variety of issues associated with second language acquisition and teaching, including the cognitive, emotional and social issues associated with child/adult L2 acquisition in naturalistic and classroom environments; the methods and materials used to teach ESL; strategy instruction in the L2 classroom; classroom, unit, and standardized testing; the use of technology in ESL instruction; working with mainstream teachers, parents, and the local community; and professional development. They do this via critical chapter/article reviews, weekly Blackboard participation, a professional development plan, a website evaluation, lesson plans, classroom observations, and an error analysis project. In critical chapter/article reviews, students are required to analyze and reflect on the theoretical arguments and instructional implications associated with language acquisition theory, assessment, classroom teaching methods and techniques, and working with mainstream teachers. In Blackboard discussions, they are required to summarize, criticize, reflect on, and exemplify the theoretical arguments and pedagogical implications of the week's assigned readings and notes. Topics covered in such discussions include bilingualism, culture, and working with parents. Also, students are required to develop a professional development plan that requires students to evaluate their own knowledge of professional literature, professional organizations, their students' needs, the institution's requirements, and develop a plan to address their deficits in these areas. Students also carry out a website review of a major ESL advocacy group (TESOL, AAAL, NABE, etc.) in which they discuss the group's activities, positions toward L2 learning and instruction, and the quantity and quality of the information presented in the website. Lesson plans require students to plan activities associated with specific L2 skills (reading, writing, grammar, pronunciation, etc.) and integrate local, state, and federal standards into them. Fourth, students observe ESL classrooms in order to get an idea of how practicing teachers use various L2 methods and materials, implement standards, and manage instruction for learners with varying learning goals/needs. Finally, students carry out an error analysis project in which they explain and exemplify the grammatical, orthographical, phonological, and lexical difficulties that learners from selected L1s have when learning English. First languages frequently seen in the Commonwealth of Kentucky (e.g. Spanish, Russian, Arabic, Chinese, and Korean) are focused on. All sources must be cited using APA style.

English 566

In this class, students learn about the following issues: the different types of English grammar (prescriptive, descriptive, and pedagogical); how ESL learners' grammar develops in theory and practice; the methods and techniques used to teach ESL grammar; and the methods of evaluating ESL students, in general, and ESL students' grammar, specifically. They do this via weekly Blackboard participation, an extensive research paper/project, short response essays, critical chapter/article reviews, and an interview with a practicing ESL teacher. In Blackboard discussions, they are required to   summarize and reflect on the theoretical arguments and pedagogical implications of the week's assigned readings and notes. The 15-page extensive research paper/project is an undertaking in which they are required to discuss specific grammar difficulties that ESL or EFL learners have and exemplify some specific techniques/activities aimed at helping them with these difficulties. This requires a minimum of 10 library sources, and the use of APA style. The short response essays involve doing three, 3-4 page, short response essays based on specific readings. These essays require students to analyze certain issues in-depth or add their highly critical "two cents" to the issue (s). Part of these essays will involve collaborating with an assigned partner in order to solve a specific problem associated with the topic or reflect on its significance. The following issues are covered: oral/written error correction, problems with assessing the content knowledge of K-12 ESL students, and teachers' beliefs about teaching grammar. Students must use APA style in these essays. In critical chapter/article reviews, students review ten chapters and/or articles in which they condense the major points of the reading;   discuss the pedagogical significance of the reading's main points/research findings; and point out the weaknesses (content-wise, stylistic, or in any other way) of the reading. They must divide these reviews among the following topics: prescriptive/descriptive/pedagogical grammar; theoretical views on L2 grammar acquisition; approaches and methods to teaching grammar; classroom assessment; and standardized assessment. Finally, students do an in-depth interview with one ESL teacher about the role of grammar in their classroom and in

their school's curriculum. They can pick any grade level (P-12, college, community college, etc.) they wish, but it should correspond to the grade level they teach or plan to teach. They must ask them a minimum of ten questions regarding their training in grammar, their view about the nature of second language grammar acquisition, their opinion on how grammar should be taught, and the difficulties that their students have with grammar.

English 471G

The course gives students practical experience working with ESL students in public schools and other settings (e.g., community colleges, intensive English institutes, and community education programs). Students have the opportunity to apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, and legislation. Students complete a portfolio which documents 30 hours of ESL teaching in a public school setting. In this portfolio, students must do the following: discuss and reflect upon their students' grammatical, lexical, and pronunciation difficulties; describe the methodologies they used to help students reach the stated linguistic and/or content goals; and assess students' learning in individual lessons. In addition, students compose short essays that require them to reflect on specific aspects of their experiences, and write summaries on technology, language proficiency assessment, language rights and laws, and working with parents. They also do book reviews on the rule of culture and identity in instruction, professional development, collaboration, and leadership.

Delineation of Unit/Program Transition Points – Advanced Preparation, ESL Endorsement

Transition Point 1: Admission to Education Preparation Programs			
Data Reviewed	**Minimal Criteria for Admission/Continuation**	**Review Cycle**	**Reviewed By**
Unit Level Data: ▪ Admission Application ▪ Undergraduate Degree ▪ GAP Score (UG GPA x GRE) ▪ Teaching Certificate	▪ Completion of application ▪ Evidence of degree ▪ 2200+ ▪ Evidence of certificate	Each Month	Graduate Studies
Additional Program Specific Data (if any): ▪ English 104 Introduction to Linguistics; or English 302 Language and Communication; or English 304 English Language	▪ C or higher in linguistics or grammar course	Each Semester	Program Director
Transition Point 2: Admission to Final Experience (English 471G TESL Practicum)			
Data Reviewed	**Minimal Criteria for Exit**	**Review Cycle**	**Reviewed By**
Program Specific Data ▪ ESL course grades	▪ 3.0 or above	Each Year	Program Director
Transition Point 3: Program Exit			
Data Reviewed	**Minimal Criteria for Exit**	**Review Cycle**	**Reviewed By**
Program Specific Data ▪ Six hours of foreign language ▪ ESL Praxis ▪ Overall GPA of 3.0 or above ▪ ESL course grades	▪ B or higher in coursework ▪ Minimum score of 157 ▪ 3.0 or above ▪ No course grade lower than a 'B'	Each Year	Program Director

Other Key Data Collection Matrix						
Preparation Program: ESL Endorsement (Advanced Preparation)						
CF Values	**Unit-Wide Assessment**	**Program Level Data Collection Points (Courses)**				
		1	**2**	**3**	**4**	**5**
Field Experiences & Clinical Practice	**Final Clinical Experience Summary Information**	ENG 471G				
KTS/Impacts P-12 Student Learning	**Capstone Assessment**	ENG 471G				
KTS/Dispositions	**Final Clinical Experience Evaluation**	ENG 471G				
KTS	**Exit Survey**	ENG 471G				
Diversity*	**Early/Final Clinical Experience Summary Information**	All coursework in the ESL Program is explicitly focused on linguistic and cultural diversity; thus, the program is inherently diverse in that it prepares candidates to work with students who do not speak English as a first language and are therefore different from the majority of students in Kentucky.				

*Please indicate the course or experience your program uses to <u>guarantee</u> that all candidates work with diverse students.

Annual Program Assessment Report Outline (Due September 15)
Academic Year _____

1. Present your continuous assessment results in the following areas:

    a. Admission Data

    b. Course Based Assessment Data

    c. Clinical Experiences Data – ***Be sure to include dispositions assessment results, P-12 student diversity statistics, and results of efforts to ensure all candidates work with diverse students.***

    d. Culminating Assessment Data – *Be sure to include impact on P-12 student learning data.*

    e. Exit and Follow Up Data

2. Summarize the above results by Kentucky Teacher (Initial Programs) OR Program Standards (Advanced Programs) AND other key Conceptual Framework values. *Be sure to describe what the results tell you about your candidates' progress toward/proficiency on each standard/CF value.*

3. Summarize your efforts to report and disseminate your results (Unit/College-wide meetings, department/program level meetings, written reports, presentations, etc.).

4. Summarize key discussions and/or decisions made based on assessment results:

    a. Describe any assessment or data collection changes you have made/will make based on your assessment results.

    b. Describe any program curriculum or experience changes you have made/will make based on your assessment results.

    c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.