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**PROFESSIONAL ENDORSEMENT
FOR
TEACHING ENGLISH AS A SECOND LANGUAGE**

**UNIVERSITY OF LOUISVILLE
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

I. The Relationship of the Professional Endorsement to the Conceptual Framework for Teaching for Knowledge, Leadership, and Change: Enabling Success for All Learners, College of Education and Human Development.

The program for this professional endorsement is intended to provide teachers and those preparing to become teachers with training and practice in effective education for English-as-a-second-language students. The program centers on instructional methods, teaching materials, and curricula that promote the use of English to communicate in social settings, to use English to achieve academically in all content areas, and to use English in socially and culturally appropriate ways. Upon successful completion of this program, teachers and those preparing to become teachers will be able to support their learning through continued professional development and will be able to apply the knowledge and skills necessary to create the conditions for English-as-a-second-language students to advance their academic, social, and cultural learning inside and outside the classroom.

This program is integrated with the College of Education and Human Development's Conceptual Framework for Teaching for Knowledge, Leadership, and Change: Enabling Success for All Learners. This framework articulates for faculty, staff, students, school-based educators, and the community the foundational concepts for teacher education programs at the University of Louisville, including the professional endorsement for teaching English as a second language. This conceptual framework, and the teacher-education curricula formed from it, focuses on the following:

- Teachers must have a depth and breadth of content knowledge, the capacities for reflection, inquiry, and problem-solving, and an understanding of how to implement instruction to enhance the development of content knowledge.
- Teachers must be leaders in instruction and must serve as change agents with a commitment to make schools and curricula responsive to students' cognitive, academic, and social needs.
- Teachers must teach to high standards of social justice, equity, and equality and must be caring and compassionate practitioners.
- Teachers must teach to high standards of professional and state organizations and must use assessment data for instructional, curricular, and program improvement.
- Teachers must be committed to provide equitable opportunities to learn for all students, in light of their backgrounds and learning styles, and must have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

- All graduates of the professional endorsement in teaching English as a second language must be able to:
 - 1) nurture human development in all children and youth, including those with disabilities and giftedness.
 - 2) demonstrate the acquisition of the content knowledge with respect to teaching English as a second language to second language learners and learn how to apply processes and methods for teaching both language and content to children.
 - 3) understand what children need in order to learn important content, how to apply theories of cognition and language development to curriculum and instruction, and how to create sustaining social support in the classroom.
 - 4) learn to lead with courage and integrity to create learning communities in classrooms and establish links between schools and communities.
 - 5) participate in professional development opportunities that support knowledge, skills, and disposition for lifelong learning.
 - 6) collect data about students' learning and about their own teaching practices, and to reflect on their own practice.
 - 7) develop knowledge of and affirm issues of race, ethnicity, gender, sexual orientation, class, language ability, special needs, and exceptionalities, and respond constructively to sociocultural differences and sociopolitical contexts in order to serve diverse learners in culturally and linguistically responsive ways.
 - 8) link theory and practice, reflect on their teaching, inquire into knowledge of "best practices", and understand the value of linking teacher communities and networks engaged in these questions.
 - 9) enhance efforts that enable school reform in local contexts through learning communities in a collaborative context; learn how to foster cooperation and connections, respect individuals and diverse opinions, take ownership of known standards of performance.
 - 10) experience and demonstrate the use of emerging technologies to enhance student learning, understand the potential and opportunities for technology use and applications, and to mediate the larger issues of the use of technology in educational settings.
 - 11) learn how schools function, the influence of other institutions on education, current educational issues; develop understandings that promote equality, equity, and social justice; pay special attention to urban contexts, education reform, and relationships between schools and communities.

The endorsement program is designed to provide a specialized range of knowledge and experiences that will address the learning needs of students for whom English is a second language. This knowledge and these experiences can be grouped into a set of six broad goals and objectives:

1. understanding content, specifically the nature of language: knowing features that distinguish human language from other systems of communication, structural characteristics undergirding all languages, the ways in which language conveys meaning, the processes by which a first language is acquired, the principles by which languages vary and change, the attitudes about language behavior that exist within a society, and the relationships between literacy and culture.
2. understanding the process of learning a second language: gaining first-hand experience in learning a second language by participating in formal, academic, classroom learning of a second language.

3. understanding the relationship between language acquisition/development and learning (applied linguistics): acquiring specialization in the nature of first and second language acquisition and learning and its relationship to learning in general; teaching for language development; assessing normal language development; understanding the processes by which language participates in the formation, representation, and communication of knowledge, social relationships, and cultural transmission.
4. becoming specialists in English-as-a-second language instruction: implementing principles, approaches, methods, and techniques of second language teaching; developing curricula and materials for instruction; assessing achievement and proficiency.
5. becoming active participants in ESL professional development: acquiring direct experience by observing and participating in English-as-a-second language classrooms under the supervision of an ESL teacher; becoming agents for change in response to school reform; serving as leaders in the profession.
6. becoming a link between school and community: understanding the relationship between language and culture; becoming familiar with cultural factors that impinge on learning; working with culturally diverse students, parents, and colleagues; developing culturally diverse curricula; serving as advocates for students.

II. Program Experiences

Delineation of Courses and Experiences

The courses listed below are offered in the English-as-a-Second-Language Endorsement Program and are linked to both the Conceptual Framework for Teaching of Knowledge, Leadership, and Change: Enabling Success for All Learners and the six broad goals and objectives for the Professional Endorsement Program for Teachers of English as a Second Language:

AREA A

Understanding the nature of language:

- ENGL 325/LING 325: Introduction to Linguistics; introduction to the basic assumptions, methods, and concepts of studying language, focusing on the way in which language influences human experience and the organization of human behavior. Examines the nature, structure, and use of language. Both ENGL 325/LING 325 and ENGL 535/LING 535 may not be taken. In other words, if you elect ENGL 325/LING 325 under category A, you may not take ENGL 535/LING 535 under category B.
- ENGL 518/LING 518: Foundations of Language; a survey of contemporary theories of language from structuralism to generative-transformational grammar; the relationship of linguistics to biology, psychology, philosophy, and sociology; the application of linguistics to the study and teaching of language, literature, reading, and writing. Both ENGL 518/LING 518 and ENGL 535/LING 535 may not be taken. In other words, if you select ENGL 518/LING 518 under category A, you may not take ENGL 535/LING 535 under category B.
- ENGL 522/LING 522: The Structure of Modern American English; an examination of the structure of American English; emphasis on grammatical terminology, systems of classification, and syntactic structures.

Understanding the process of learning a second language:

- Students must earn six semester-hours of credit in a second or foreign language or demonstrate fluency in a foreign language comparable to the proficiency level of the usual six-semester-hour credit courses.

AREA B

Understanding the relationship between language and learning:

- ENGL 535/LING 535: Applied Linguistics for Teachers; an examination of applied linguistics and its application for language teachers to an understanding of speaking, listening, reading, and writing processes; first and second language acquisition and stages of language development; the nature of language and its levels of organization; major changes in the history of English and the principles underlying linguistic change; linguistic variation among English speakers and the basis for standardization; cultural differences in linguistic socialization and the implications of this for educators; current linguistic issues in education. Appropriate, if ENGL 325/LING 325 or ENGL 518/LING 518 is not taken. In other words, if you select ENGL 535/LING 535 under category B, you may not take ENGL 325/LING 325 or ENGL 518/LING 518 under category A.
- ENGL 621/LING 621: Sociolinguistics; an examination of the relationship between language and human behavior on various social levels.
- LING 622: Psychology of Second Language Learning and Teaching; examines psychological variables in the learning and teaching of languages. Special attention will focus on aptitude, attitude, and motivation as they affect learning and teaching languages.
- LING 324/524/624 / PSYC 324/524/624: Psycholinguistics; examines aspects of language and their significance for analysis and understanding of cognitive and social processes.

AREA C

Becoming specialists in English-as-a-second language instruction:

- ENGL 625/LING 625: Teaching English as a Second Language; a theoretical and practical approach to teaching English as a second language to students whose native language is not English, with consideration of the linguistic bases of English and their application to curricular principles.

Becoming active participants in ESL professional development:

- Direct observation of and participation in teaching English as a second language under the supervision of an ESL classroom teacher, totaling 30 contact hours. This observation and participation must be distributed among levels of instruction and types of ESL programs in public school settings and are in addition to any observations or field-experience hours that are required as a part of a certification program.

AREA D

Becoming a link between school and community:

- LING 623: Culture as a Basis of Foreign Language Teaching; emphasis placed on techniques for teaching culture through language, for preparing culturally oriented teaching materials, and for carrying out cultural field work within a culture.
- LING 630: Language and Culture; introduces students to the study of language and speaking as part of daily social life; adopts an ethnographical approach to the study of communication: what people in a community know and do with regard to languages and their use, what abilities in the use of language are cultivated or neglected, how people organize, allocate, and enforce social roles through language, how language is used for socialization and bringing children to communicative competence.
- EDAP 642: Literacy Learning and Cultural Differences; explores the current knowledge base and theoretical frameworks used to explain differential achievement rates between students of diverse backgrounds (ethnic, racial, socio-economic, and linguistic) and students of the mainstream culture; extends the principles of teaching and learning to include a new perspective on teaching students from diverse cultural and linguistic backgrounds; examines the new perspectives and the implications for fostering higher levels of literacy learning for students of diverse backgrounds using culturally responsive instructional practices.
- ANTH 338: Anthropology of Refugees; theoretical/applied aspects of refugee communities, the relationship between refugees, conflict, and underdevelopment, the experience and the meaning of refugee status.

Relationship of Courses/Experiences to Kentucky Department of Education Experienced Teacher Standards

Graduates of this endorsement program will demonstrate mastery of the Experienced Teacher Standards in so far as they apply to the teaching of English-as-a-second language students. As an endorsement program, it assumes that teachers and those preparing to become teachers will be participating or will have participated in a developmental process for mastery of Experienced Teacher Standards which call on teachers to proficiently: 1) demonstrate professional leadership; 2) demonstrate knowledge in their content areas; 3) design and plan instruction; 4) create and maintain a learning climate; 5) implement and manage instruction; 6) assess and communicate learning results; 7) reflect on and evaluate both teaching and learning; 8) collaborate with colleagues, parents, and others; 9) engage in continued professional development; 10) meet technology standards.

In accordance with these Kentucky Department of Education Experienced Teacher Standards and the University of Louisville's Conceptual Framework for Teaching for Knowledge, Leadership, and Change: Enabling Success for All Learners, ESL endorsement candidates will register for *ENGL 626/LING 626: ESL Endorsement Portfolio*, in which they will prepare and complete a teaching portfolio which will be reviewed at the end of the course (see III. Continuous Assessment/Portfolio Review). The portfolio will document that each of the standards listed above has been reached. Please see <http://www.louisville.edu/a-s/iesl/Endorsement> for a sample checklist that will be used in reviewing and evaluating the portfolio. Please note that endorsement candidates in their portfolios must be able to demonstrate professional leadership in ESL, collaboration with colleagues, parents and others in ESL matters, and must have engaged in continuing ESL professional development. These three standards must have been accomplished prior to the portfolio course in order to demonstrate that these standards have been reached. Care must be taken that accomplishment of these standards can be documented.

Relationship of Courses/Experiences to Learned Society Guidelines

Graduates of this endorsement program will meet the requirements of professional competencies and experiences as outlined in the Guidelines for Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States, prepared by the profession's learned society TESOL (Teachers of English to Speakers of Other Languages). These guidelines address the following professional competencies and experiences of the English-as-a-second language teacher in U.S. schools:

- 1) Has personal qualities which contribute to success as a classroom teacher, which insure understanding and respect for students and their cultural setting, and which make a perceptive and involved member of the community.
- 2) Demonstrated proficiency in spoken and written English at a level commensurate with the role of a language model. Whether a native-language or a second-language speaker of English, the candidate's command of English should combine qualities of accuracy and fluency and a wide acquaintance with writings in English.
- 3) Has had the experience of learning another language and acquiring a knowledge of its structure; has a conscious perception of another cultural system.
- 4) Understands the nature of language; the fact of language varieties--social, regional, and functional; the structure and development of the English language systems; and the culture of English-speaking people.
- 5) Has a knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels; understands the effects on language learning of sociocultural variables in the instructional situation.
- 6) Has an understanding of the principles, and ability to apply the techniques and interpret the results of second-language assessment of student progress and proficiency; has the ability to evaluate the effectiveness of teaching materials, procedures, and curricula.
- 7) Has the sophisticated understanding of the factors that contribute to the lifestyles of various people and determine both their uniqueness and their interrelationships in a pluralistic society.

III. Continuous Assessment Plan Program Admission

Graduate students seeking this endorsement are simultaneously enrolled in Master's in Education program, in an MAT program, in a Rank I or Rank II program, or a Specialist program. They will, therefore, of necessity meet the current requirements for admission to these programs. These requirements address specific course grades, recommendations from advisory committees, and official program of study, GRE scores, completed Bachelor's degree, overall GPA, English proficiency, physical examination/TB test, statement of moral character, and letters of recommendation.

OR

Students have already successfully completed the certification requirements as mandated by KRS 161:030 and 704 KAR 20:305 regarding completion of an approved teacher preparation program, passing scores on the PRAXIS Core Battery, passing scores on the PRAXIS II Subject Assessment appropriate for the teaching certificate, and have successfully completed the one-year Kentucky Teaching Internship Program.

The ESL Endorsement is an attachment to a teaching certificate and permits the teaching of English as a second language in grades P-12.

Interim Evaluation

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must maintain the qualifications for continued graduate study.

Those simultaneously enrolled in a certification program must successfully complete the student teaching according to assessment guidelines set by the certification program to which this requirement obtains.

Program Completion

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must have a minimum cumulative GPA of 2.75.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must complete one course in each of the four Categories A, B, C, and D, for a total of 12 credit hours.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must take a minimum of six semester hours of a foreign language or have the requirement waived by demonstrating fluency in a foreign language comparable to the proficiency level of the usual six-semester-hour credit courses.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must file a detailed log of 30 hours of observations and participation in ESL classrooms in a public school setting.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must successfully complete all ESL Endorsement Program requirements and show a 2.50 GPA or better in ESL endorsement coursework.

Those simultaneously enrolled in a certification program must successfully complete the certification program to which the ESL Endorsement is attached.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must enroll in a one-credit course specifically designated for supervision and completion of an ESL professional portfolio. This course is *ENGL 626/LING 626: ESL Endorsement Portfolio*.

All students (i.e., both those simultaneously enrolled in a certification program and those already certified) must receive passing scores on the ETS Praxis II: English to Speakers of Other Languages examination, if they apply for certification after September 30, 1998.

Portfolio Review

Those simultaneously enrolled in a certification program must, in connection with their certification program, submit a professional portfolio which includes information about their preparation and training for teaching English as a second language and receive a passing review. This grade of pass/fail will be recorded under *ENGL 626/LING 626: ESL Endorsement Portfolio*.

Those who already hold a professional teaching certificate must receive a passing review of their ESL professional portfolio. This grade will be recorded under *ENGL 626/LING 626: ESL Endorsement Portfolio*.

IV. Procedure for Obtaining the ESL Endorsement

The following steps must be followed to embark upon and complete the Professional Endorsement for Teaching English as a Second Language:

1. From an academic advisor in the Dean's Office of the College of Education and Human Development, obtain a curriculum contract outlining the requirements for the endorsement for teaching English as a second language. This is a two-page contract.
2. Fill in your name, address, telephone number, and social security number and sign both pages of the form. Bring it to 319A Humanities (Dr. Mullen's office), leave it in her departmental mailbox in 315 Humanities, or mail it to Dr. Karen A. Mullen, Department of English, University of Louisville, 40292. Dr. Mullen will sign it, make a copy, and return the original to the Advising Office in the College of Education and Human Development. This process signifies that you are a student in the endorsement program. You should look for a confirmation copy for your records with all signatures on it from the Advising Office in CEHD afterwards.
3. In step 7 below, you are required to submit a professional portfolio. To be included in the portfolio is evidence of three initiatives: 1) professional leadership; 2) professional development; 3) collaboration with others. For clarification, **professional leadership** means that one has taken a leadership role in working with others in the profession to accomplish some objective; **professional development** means that one has attended a conference, a workshop, or a seminar, whose objective it is to enhance one's skills as an ESL instructor; **collaboration with others** means that one has participated with others (parents, colleagues, community members) to provide assistance to ESL learners outside normal teaching duties. It will likely be too late to develop evidence of these three initiatives in the term in which you enroll for ENGL 626/LING 626: ESL Endorsement Portfolio, i.e. at the end of the ESL endorsement program. You should begin to develop evidence of these initiatives at the outset of your enrollment in the program, that is, at the time you formally submit the curriculum contract outlining the requirements for the ESL endorsement, if not earlier. Please see <http://www.louisville.edu/a-s/iesl/Endorsement> for a sample checklist that will be used in reviewing and evaluating the portfolio, especially with regard to the three initiatives above. In addition, the course, ENGL 626/LING 626: ESL Endorsement Portfolio must be completed in the term in which you enroll. Incompletes or extensions cannot be given if these three initiatives have not been satisfied. Care must be taken so that accomplishment of these three initiatives can be documented.
4. Complete your enrollment in one course in each of the four categories listed in the curriculum contract and described in this information packet, as the courses are offered. A schedule of courses for the academic year is distributed in late March of each year. From this schedule, you will be able to plan your coursework for summer, fall, and spring semesters. Please keep in mind that the summer schedule packs a full semester course of 15 weeks into a five-week summer term
5. You also enroll in at least 6 semester hours of a foreign language, if you have not taken these hours elsewhere in your academic career.
6. You will want to make arrangements for the 30 clock hours of observations and participation in ESL classrooms in the Jefferson County Public Schools. These hours of observation and participation are independent of any hours required for your teacher certification. These hours can be scheduled during the public school year, August-April. To make the arrangements, write a letter to Dr. Karen A. Mullen at the address above (or e-mail her at karen.mullen@louisville.edu), indicating a) your name, address, telephone, and social security number; b) the days and times at which you wish to schedule your visits and/or any restrictions on the dates and times by which you are

not available for classroom visits. Dr. Mullen will send a letter to the ESL Office in the JCPS to announce that you wish to schedule your visits. A copy of that letter will be sent to you, as well. You will receive from JCPS a list of schools and individuals you may contact to make arrangements for the observations and participation. You will also receive a log to be completed and signed as you observe and participate in ESL classes. Since your ESL endorsement will be for grades K-12, you must observe at the elementary school, middle school, and secondary school levels. No more than 6 hours can be accepted per day. You must include in the log a description of the activities you observed and/or assisted with during your visits to ESL classrooms. When you complete the observations and participation, return the log to Dr. Mullen. She will verify the observations and participation with the Advising Office in the College of Education and Human Development and she will send you a copy of that verification for your records.

7. You must submit a professional portfolio for review. If you are simultaneously seeking certification, you must include in your certification portfolio material that relates to your preparation for teaching ESL. This portfolio will be submitted to your certification portfolio review committee. If you are already certified, you should obtain a copy of the requirements for the portfolio from Dr. Karen A. Mullen and enroll in ENGL 626/LING 626: ESL Endorsement Portfolio. You should have satisfied the initiatives for professional leadership, professional development, and collaboration with others prior to registering for the portfolio course. (See 3 above). This course should be the last course for which you register.
8. When you have completed all the requirements for the endorsement, you must fill out a form in the Advising Office in the College of Education and Human Development, which will result in the attachment of the endorsement to your teaching certificate by the Kentucky Department of Education. The Advising Office will check to be sure that all of the requirements are completed before it forwards the form to the KDE.