

Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
 P.O. Box 30008, Lansing, Michigan 48909
 Phone: (517) 335-4610 *** Fax: (517) 373-0542

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be **submitted electronically**.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	English as a Second Language NS
Date of this Application	December 1, 2006
Name and Title of Unit Head	Dr. Elisabeth Morgan, Dept. Head, Foreign Languages and Bilingual Studies
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Dr. Elisabeth Morgan
Contact Person's Phone Number	(734) 487-0130
Contact Person's Fax Number	(734) 487-3411
Contact Person's E-Mail Address	emorgan@emich.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	xx

IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Dr. Elisabeth Morgan	ESL Writing	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	emorgan@emich.edu	(734) 487-0130	(734) 487-3411
Dr. Jo Ann Aebersold	Pedagogical Grammar & Phonology, SLA, ESL Reading, and Methodology	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	jabersol@emich.edu	(734) 487-0130	(734) 487-3411
Dr. Thom Cullen	SLA and TESOL Methodology	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	thom.cullen@emich.edu	(734) 487-0130	(734) 487-3411
Dr. Cathy Day	SLA, ESL Assessment, & TESOL Methodology	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	eday@emich.edu	(734) 487-0130	(734) 487-3411
Dr. Jeff Popko	ESL Testing & Assessment; TESOL Methodology; ESL Reading; & Structured English Immersion	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	apopko@emich.edu	(734) 487-0130	(734) 487-3411
Dr. Wendy Wang	SLA, TESOL Methodology, Pedagogical Grammar, & Multicultural Issues	Foreign Languages & Bilingual Studies Alexander 219 Eastern Michigan University Ypsilanti, MI 48197	wwang@emich.edu	(734) 487-0130	(734) 487-3411

V. Program Information (See Attached)

Program Summary	<p>Prepare a program narrative (5-6 page maximum) which:</p> <ul style="list-style-type: none"> • Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit. • Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts,
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	<p>methods of inquiry, and uses of technology.</p> <ul style="list-style-type: none"> • Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students. • Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable. • Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area. • Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.
Program Coursework	<p>Complete Application Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> • Contact person for specialty program. • Course title and number. • Number of semester hours for required and elective courses. • Designation for elementary, secondary, or K-12 certification. • Course descriptions. <p>Please refer to the Quick Reference Chart at http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF for available program options and required semester hour minimums.</p>

VI. Content Guidelines/Standards Matrix (See Attached)	
<p>Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 2); appropriate program standards must be selected for each program:</p> <ul style="list-style-type: none"> • Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--_00.html • A list of standards to use for each specialty program can be found at http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc 	

VII. Supporting Documentation	
Field Experiences	<ul style="list-style-type: none"> • Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools. • Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?
Instructional Methods	<ul style="list-style-type: none"> • Describe how candidates are prepared to teach in this specific specialty area.
Course Descriptions	<ul style="list-style-type: none"> • Provide descriptions of all courses contained on Application Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.

Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix).
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 5. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that is added if this program is approved.
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources.
Vocational Work Experience	<ul style="list-style-type: none"> • If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?

VIII. Experimental Program Description (Rule 53)

Program Purpose	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> • Employer Needs/Student Aspirations. • National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
Program Design	<ul style="list-style-type: none"> • The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
Program Duration	<p>Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a timeperiod of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution is contacted by the Office of Professional Preparation. Once approved, the description of the amendment is attached to the program application that is currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved

application that have not been affected by the amendment.)

Contact Information for Program Review Consultants

ALL communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

Bonnie Rockafellow 517-373-7861 rockafellowb@michigan.gov	Steven Stegink 517-241-4945 SteginkS@michigan.gov	Sue Wittick 517-241-0172 witticks@michigan.gov
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All special education	Guidance & Counseling	Agricultural Education
All world languages	Health	Educational Technology
Dance	Middle Level	Family & Consumer Sciences
Early Childhood Education	Mathematics	Fine Arts
Elementary	Physical Education	Library Media
English as a Second Language	Recreation	Guidance & Counseling
Music	School Psychologist	Industrial Technology
		Visual Arts Education

Michigan Department of Education Endorsement Areas and Codes May 2005

AX COMMUNICATION ARTS	BILINGUAL EDUCATION (Con't.)	SPECIAL EDUCATION
BX LANGUAGE ARTS	YL Bilingual Other	SA Cognitive Impairment
BA English	YM Bilingual Vietnamese	SB Speech and Language Impairment
BC Journalism	YN Bilingual Korean	SC Physical or Other Health Impairment
BD Speech	YO Bilingual Servo-Croatian/Bosnian	SE Emotional Impairment
BT Reading	YP Bilingual Chaldean	SK Visual Impairment
BR Reading Specialist	YR Bilingual Chinese	SL Hearing Impairment
RX SOCIAL STUDIES	YS Bilingual Filipino	SM Learning Disabilities
CA Economics	YT Bilingual Japanese	SP Physical Education for Students with Disabilities
CB Geography		SV Autism
CC History	BUSINESS EDUCATION*1	
CD Political Science	GQ Business, Management, Marketing, and Technology	
SOCIAL SCIENCE*1	GM Marketing Education	TX TECHNOLOGY AND DESIGN
CE Psychology	HX AGRISCIENCE AND NATURAL RESOURCES	ZA EARLY CHILDHOOD EDUCATION*4
CF Sociology		ZD MIDDLE SCHOOL*4
CH Anthropology	IX INDUSTRIAL TECHNOLOGY	ZL MIDDLE LEVEL*4
CL Cultural Studies		ZG GENERAL EL K-5*4
CM Behavioral Studies	JX MUSIC EDUCATION*5	CAREER AND TECHNICAL EDUCATION
DX SCIENCE*2	JQ MUSIC EDUCATION	VH Vocational Family and Consumer Sciences
DI INTEGRATED SCIENCE	KH FAMILY AND CONSUMER SCIENCES	<i>Vocational Natural Resources and Agriscience Pathway</i>
DA Biology		VA Vocational Agriscience and Natural Resources
DC Chemistry	LX ART EDUCATION*3	<i>Vocational Business, Management, Marketing, and Technology Pathway</i>
DE Physics	LQ VISUAL ARTS EDUCATION	VB Vocational Business Services
DH Earth/Space Science	LZ VISUAL ARTS EDUCATION SPECIALIST	VM Vocational Marketing Education
DP Physical Science		VZ Vocational Hospitality
EX MATHEMATICS	HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE	<i>Vocational Health Sciences Pathway</i>
WORLD LANGUAGE	MA Health	VS Vocational Health Sciences
FA French	MB Physical Education	<i>Vocational Engineering, Manufacturing, Industrial & Technology Pathway/Vocational Arts and Communication Pathway</i>
FB German	MD Recreation	VT Vocational Technical
FC Greek	MH Dance	<i>Vocational Human Services Pathway</i>
FD Latin	MISCELLANEOUS	VC Vocational Child Care
FE Russian	NB National Board Certification	VE Vocational Cosmetology
FF Spanish	ND Library Media	VF Vocational Law Enforcement/Fire Science
FG Other	NJ Environmental Studies	VG Vocational Teacher Cadet
FH Italian	NP Educational Technology	
FI Polish	NR Computer Science	
FJ Hebrew	NS English as a Second Language	
FL Japanese Language and Culture	NT Guidance and Counseling	
FR Chinese Language and Culture	OX FINE ARTS	
BILINGUAL EDUCATION	PX HUMANITIES	
YA Bilingual French	PR Academic Study of Religions	
YB Bilingual German	PS Philosophy	
YC Bilingual Greek		
YE Bilingual Russian		
YF Bilingual Spanish		
YH Bilingual Italian		
YI Bilingual Polish		
YJ Bilingual Hebrew		
YK Bilingual Arabic		

*1 Endorsements for the Social Science group (formerly CX), for the Business Education group (formerly GX), or for the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.

*2 The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.

*3 The LX endorsement may not be offered to new candidates after the fall semester of the 2002-2003 academic year.

*4 The "Z" codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education. They do not appear on a teaching certificate.

*5 The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.

Summary of Course Requirements for Specialty Program

Institution: Eastern Michigan University

Date: September 8,
2008

Specialty Program: Secondary Education Minor in TESOL

Program Standards: TESOL, Inc. **Standards Date:** 2003

Program Contact Person(s): Dr. Rosemary Weston-Gil, Department Head
Dr. Jeff Popko, Program Overseer

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Minor	Minor		
<i>Grammar for ESL Teachers</i>	LNGE 202	3		X		X	X	X
<i>Introduction to Language</i>	LNGE 223	3		X		X	X	X
<i>Linguistic and Cultural Diversity (LNGE 240 OR LNGE 242)</i>	LNGE 240 / LNGE 242	3		X		X	X	X
<i>Second Language Acquisition</i>	LNGE 325	3		X		X	X	X
<i>TESOL Methodology: Literacy</i>	TSLN 330	3		X		X	X	X
<i>TESOL Methodology: Listening & Speaking</i>	TSLN 332	3		X		X	X	X
<i>TESOL Methodology: Content-Based Approaches</i>	TSLN 410	3		X		X	X	X
<i>SLA Testing and Assessment</i>	TSLN 420	3		X		X	X	X
Total number of SEMESTER HOURS <i>required</i> for each option offered:				24		24		24
* If the institution assigns a different type of credit, please convert to semester hours.								

Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

Content Guidelines/Standards Matrix

College University Eastern Michigan University Code NS

Source of Guidelines/Standards MDE & TESOL, Inc. Program/Subject Area English as a Second Language

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

College/University Eastern Michigan University Code NS

Source of Guidelines/Standards Michigan State Board of Education, July 13, 2004
[TESOL Inc, NCATE 2003] Program/Subject Area English as a Second Language

Requirements for English as a Second Language (NS) endorsement options:

- Elementary or secondary minor for initial certification; at least 20 semester hours connected with a core content major as defined in No Child Left Behind (NCLB) legislation.
 - Additional endorsement (elementary or secondary) of at least 20 semester hours.
- Prerequisite:** Candidates must document experience learning a second language in order to gain an understanding and appreciation for the processes of learning an additional language.

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge of**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**
- * = These standards do not have levels of proficiency. Programs either meet, or do not meet, these standards.**

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

No.	Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.0	Language, Linguistics, Comparisons Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
1.1 Matches TESOL standards (TS) 1.a & 1.b	At least a superior level of speaking, listening, reading, and writing proficiency in English using a variety of testing protocols.	*	Elementary
			<p>Minor: Throughout the program, candidates are required to demonstrate their language abilities in oral presentations and written exams. All candidates are required to study the English language and demonstrate a solid understanding of linguistics in Grammar for ESL Teachers (LNGE 202), and Introduction to Language (LNGE 223). The final exam for Second Language Acquisition (LNGE 325) will measure candidates' knowledge of the structure of the English language through a comprehensive exam, and their academic reading and writing abilities through a required research paper. Prior to their student teaching experience, all candidates, regardless of native language, are required to achieve a score on a nationally recognized English exam that is one standard deviation above the mean score (e.g., 90 on the iBT, 24 on the English section of the ACT, or 600 on the Verbal section of the SAT).</p>
			Secondary
			Minor:
			Additional Endorsement

1.2	Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) to develop literacy skills of English.	B	Elementary
			Minor: The linguistic knowledge is taught and tested in various courses. Syntax is presented in Grammar for ESL Teachers (LNGE202) whereas phonology, morphology, syntax, semantics, pragmatics, and discourse are presented in Introduction to Language (LNGE223). Application of linguistic theory in the development of literacy is specifically emphasized in <i>TESOL Methodology: Literacy</i> , (TSLN330); other linguistic concepts related to the teaching of oral/aural skills are highlighted in <i>TESOL Methodology: Listening & Speaking</i> (TSLN332). Candidates' knowledge of teaching applications of linguistic theory is assessed through the development of lesson plans (throughout the TESOL Methodology sequence) that demonstrate inclusion of clear language and content objectives in every lesson.
			Secondary
			Minor:
			Additional Endorsement
1.3	An understanding of the dynamic changing nature of language systems.	A	Elementary
			Minor: The dynamic, changing nature of language systems is taught in Introduction to Language (LNGE 223), as well as in Grammar for ESL Teachers (LNGE202). Moreover, candidates are required to take one course addressing Linguistic and Cultural Diversity in the U.S. (LNGE 240). In this course, candidates are introduced to concepts of language change, including bilingualism, dialectology, and the economic, geographic, and sociological reasons for language variation. Candidates' awareness of the dynamic changing nature of language is assessed through exams and written exams.
			Secondary
			Minor:
			Additional Endorsement

1.4	Knowledge of socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.	A	Elementary
			Minor: Sociolinguistic factors in language use (dialects, register, multilingualism) are taught in Introduction to Language (LNGE 223) and more systematically covered in the diversity course: Linguistic and Cultural Diversity in the U.S. (LNGE 240). In this course, candidates' knowledge of sociolinguistic issues is assessed through assignments such as the Language and Culture Interview, which requires them to report the language learning experiences of someone from a different cultural background than their own, and through a series of reflection papers that examine the nature of language identity, and the causes and effects of language intolerance in educational settings, in which candidates are required to address their own personal language bias.
			Secondary
			Minor:
			Additional Endorsement
2.0	Cultures, Literatures, Cross-Disciplinary Concepts Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		

2.1 TS 2.a & 2.b	Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support the individual students' learning.	B	Elementary
			<p>Minor: Eastern's TESOL minor requires that candidates take Linguistic and Cultural Diversity in the U.S. (LNGE 240). This course explores the nature of language and its relationship to culture as it impacts the classroom and discusses the role of geography, ethnicity, and social status in language diversity as well as the impact of language choice within educational settings. Candidates are assessed on their knowledge and ability to use the major concepts and theories related to the role of culture in language development and academic achievement through written assignments as well as through creation of lesson plans and material development in Methods courses (TSLN330, TSLN332, and TSLN410).</p>
			Secondary
			Minor:
			Additional Endorsement

2.2	Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.	A	Elementary
			Minor: LNGE240 (<i>Linguistic and Cultural Diversity in the U.S.</i>) explores the role of language in defining sociocultural identity. Candidates are assessed on their awareness of how cultural identities affect language learning and school achievement through conducting a pragmatic ethnography of a language learner from a non-English language and cultural background, reflecting on the similarities and differences between the interviewee's language experiences in the classroom and those of the candidate, as well as on the nature of language in determining identity in educational settings.
			Secondary
			Minor:
			Additional Endorsement
2.3	An understanding of the value and role of diverse literary and cultural texts in order to use them for interpretation and reflection.	B	Elementary
			Minor: LNGE240 (<i>Linguistic and Cultural Diversity in the U.S.</i>) addresses the variety of Englishes in the U.S., the nature of language identity, and the causes and effects of language intolerance in educational settings. Candidates demonstrate their understanding of the value of diverse literacy and cultural texts as well as their ability to choose culturally responsive texts through analyzing culturally relevant texts for a target group of students, planning ESL lessons around those texts, and through writing an assessment of language learning that is valid for a variety of socioculturally diverse students.
			Secondary
			Minor:
			Additional Endorsement
2.4	An understanding of similarities and	B	Elementary

	differences between English-speaking and heritage cultures, and know how to make thoughtful comparisons between them.		<p>Minor: An understanding of the similarities and differences between English-speaking and heritage cultures is a central focus of the Linguistic and Cultural Diversity in the U.S. course (LNGE 240). Developing the ability to make thoughtful comparisons between cultures is a primary objective practiced through several reflection papers. Candidates also demonstrate understanding in the Language and Culture Interview/pragmatic ethnography project.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
2.5	Integration of knowledge of other disciplines into English language instruction.	B	<p style="text-align: center;">Elementary</p> <p>Minor: While all of the courses in the TESOL Methodology sequence integrate knowledge of other disciplines such as psychology, anthropology, and sociology into the English language instruction, Content-Based Approaches (TSLN 410) specifically focuses on applying principles of English language instruction, including cultural awareness, to content courses such as math, science, and social studies. Candidates are assessed on their ability to integrate disciplinary knowledge into English language instruction through creation of content-based lesson plans that assess various language components (i.e., grammar, vocabulary, and pronunciation) as well as four language skills (listening, speaking, reading, and writing) while teaching specific content (e.g., science, social studies) within the context of the ESL classroom.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>

3.0	<p><u>Second Language Acquisition</u> Theories and Instructional Practices</p> <p>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</p>		
3.1 TS 1.b, 3.a, 3.b, & 3.c	<p>An understanding of <u>Second Language Acquisition</u> theories and research, inclusive of error analysis, performance analysis, and inter-language.</p>	B	<p style="text-align: center;">Elementary</p> <p>Minor: <u>Grammar for ESL Teachers</u> (LNGE202) and <u>Introduction to Language</u> (LNGE 223) introduce ideas such as the difference between errors and mistakes, and competence vs. performance. The <u>Linguistic and Cultural Diversity in the U.S.</u> course introduces candidates to the patterns of language use. In <u>Second Language Acquisition</u> (LNGE 325), candidates are provided with opportunities to develop a narrative understanding of <u>Second Language Acquisition</u> theories through a variety of assignments. These include papers reflecting on their own language learning experiences as well as on the experiences of English language learners in both home and school settings. Candidates are also provided with opportunities to demonstrate their knowledge of SLA theories by analyzing authentic speech and writing samples of English language learners at different developmental stages. Candidates are assessed on their knowledge of these theories through an assignment to collect, transcribe, and analyze a sample of student interlanguage and to create a lesson plan to address one salient language issue discovered in their analysis.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>

3.2	An ability to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction in English.	B	<table border="1"> <tr> <th data-bbox="1041 193 1917 237">Elementary</th> </tr> <tr> <td data-bbox="1041 237 1917 813"> <p>Minor: The TESOL Methodology sequence requires candidates to demonstrate their knowledge of SLA in the creation of lesson plans. Candidates' lesson plans must indicate their ability to create a supportive classroom-learning environment that includes opportunities for their students to interact in English. Literacy (TSLN 410) requires candidates to create lesson plans that integrate pair-work, group-work, and information-gap activities to engage students in Literacy activities. Listening and Speaking (TSLN 410) requires candidates to study and apply a number of techniques to encourage student oral interaction in English. Finally, Content-Based Approaches (TSLN 410) requires candidates to write lesson plans that use English interaction to help ELL students learn course content (e.g., in math, science, social studies) more effectively. SLA Testing and Assessment (TSLN 420) trains candidates to use formative assessments to scaffold student learning, and presents various means of accommodation that create a supportive environment in which students can interact in English and learn from their mistakes.</p> </td> </tr> <tr> <th data-bbox="1041 813 1917 857">Secondary</th> </tr> <tr> <td data-bbox="1041 857 1917 901">Minor:</td> </tr> <tr> <th data-bbox="1041 901 1917 945">Additional Endorsement</th> </tr> <tr> <td data-bbox="1041 945 1917 992"></td> </tr> </table>	Elementary	<p>Minor: The TESOL Methodology sequence requires candidates to demonstrate their knowledge of SLA in the creation of lesson plans. Candidates' lesson plans must indicate their ability to create a supportive classroom-learning environment that includes opportunities for their students to interact in English. Literacy (TSLN 410) requires candidates to create lesson plans that integrate pair-work, group-work, and information-gap activities to engage students in Literacy activities. Listening and Speaking (TSLN 410) requires candidates to study and apply a number of techniques to encourage student oral interaction in English. Finally, Content-Based Approaches (TSLN 410) requires candidates to write lesson plans that use English interaction to help ELL students learn course content (e.g., in math, science, social studies) more effectively. SLA Testing and Assessment (TSLN 420) trains candidates to use formative assessments to scaffold student learning, and presents various means of accommodation that create a supportive environment in which students can interact in English and learn from their mistakes.</p>	Secondary	Minor:	Additional Endorsement	
Elementary									
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Secondary									
Minor:									
Additional Endorsement									

3.3	A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.	B	<p style="text-align: center;">Elementary</p> <p>Minor: Second Language Acquisition (LNGE 325) has been set up as the gateway course for Methodology, and is a prerequisite for all of the TESOL Methodology sequence courses (Literacy, TSLN 410; Listening and Speaking, TSLN 410; & Content-Based Approaches, TSLN 410). Candidates are expected to enter their methodology courses with a firm grasp of the sociolinguistic and psycholinguistic issues in TESOL that they can use to develop appropriate instructional practices to meet the needs of linguistically and culturally diverse learners. In Content-Based Approaches (TSLN 410), that knowledge is applied to the analysis of program models (e.g., the Cognitive Academic Language Learning Approach, Structured English Immersion). Candidates are assessed on their ability to address the needs of linguistically and culturally diverse learners through designing a learner-centered curriculum and culturally responsive lesson plans.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
3.4	Knowledge and use of Second Language Acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.	B	<p style="text-align: center;">Elementary</p> <p>Minor: Candidates who successfully complete Second Language Acquisition (LNGE 325) enter the TESOL Methodology sequence (Literacy, TSLN 410; Listening & Speaking, TSLN 410; & Content-Based Approaches, TSLN 410) prepared to apply SLA theories and research to the development of teaching strategies. Candidates' lesson plans require them to demonstrate their knowledge of SLA through creation of appropriate language and content objectives and adequate assessments of those objectives. The textbook analysis projects require candidates to demonstrate their ability to choose appropriate classroom instructional resources, and to adapt resources such as L1 math and science textbooks to the teaching of English.</p> <p style="text-align: center;">Secondary</p>

			Minor: Additional Endorsement
3.5	Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the Second Language Acquisition process.	B	Elementary Minor: In the Linguistic and Cultural Diversity in the U.S. course (LNGE 240), candidates are provided with opportunities to demonstrate knowledge of the effects of various learner variables (e.g., linguistic, cognitive, affective, socio-cultural) on second language development through reflecting upon and analyzing their own language learning experiences as well as the experiences of English language learners in both home and school settings. Second Language Acquisition (LNGE 325) furthers candidates' knowledge of these variables with direct reference to current SLA theories. The TESOL Methodology sequence (Literacy , TSLN 410; Listening & Speaking , TSLN 410; & Content-Based Approaches , TSLN 410) requires candidates to demonstrate their mastery of this knowledge through creation of lesson plans that indicate flexibility in regards to individual learner variables.
			Secondary Minor: Additional Endorsement

3.6	Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual second language learners.	B	Elementary
			Minor: In Second Language Acquisition (LNGE 325), candidates study the implications and impact of SLA theories on TESOL methodologies. Junior-level courses in the TESOL Methodology sequence (Literacy , TSLN 410 & Listening & Speaking , TSLN 410) begin with a historical perspective of TESOL methodologies, and continue by teaching candidates how each of these historical approaches or methods impacts current TESOL practice. In the capstone methodology course (Content-Based Approaches , TSLN 410), candidates are to apply this knowledge to lesson planning and demonstrate their ability to adapt appropriate resources and techniques to meet the individual needs of their ELLs through a unit project.
			Secondary
			Minor:
			Additional Endorsement
3.7	Knowledge and use of a variety of strategies to promote full participation of limited-English proficient students in classrooms.	C	Elementary
			Minor: Candidates learn a variety of strategies to promote full participation of ELLs in classrooms in the TESOL Methodology courses (Literacy , TSLN 410; & Listening & Speaking , TSLN 410) and are required to demonstrate their ability to use those inclusion strategies in the TESOL Methodology capstone course (Content-Based Approaches , TSLN 410). The candidates' ability to use a variety of instructional strategies that promote full participation of ELLs is measured through the creation of lesson plans and the analysis and adaptation of content area textbooks and materials.
			Secondary
			Minor:
			Additional Endorsement

3.8	Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for limited-English proficient students.	B	Elementary
			Minor: The TESOL Methodology sequence (Literacy , TSLN 410; <i>Listening & Speaking</i> , TSLN 410; & Content-Based Approaches , TSLN 410) provides candidates with the knowledge of a wide range of materials, resources, and technologies through classroom demonstrations and discussions. The candidates' knowledge is tested through exams, and their ability to use a range of materials, resources, and technologies is assessed through materials analysis and adaptation projects (written and presented) and a Standards-based teaching project that includes creation of a lesson unit and micro-teaching activities.
			Secondary
			Minor:
			Additional Endorsement
3.9	A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	B	Elementary
			Minor: The dedicated TESOL Minor is intended to increase candidates' competency in teaching ELLs the four language skills in varying registers. The TESOL Methodology sequence includes one course dedicated to the teaching of Literacy , (TSLN 410), one dedicated to the teaching of <i>Speaking and Listening</i> (TSLN 410), and a third dedicated to teaching English using Content-Based Approaches (TSLN 410). Each of the three TESOL Methodology courses requires candidates to analyze and adapt materials. Candidates are assessed on their competency in teaching ELLs through a standards-based teaching project.
			Secondary
			Minor:
			Additional Endorsement

4.0 TS 3.a, 3.b, 3.c, & 5.a	Integration of Standards Into Curriculum and Instruction Teacher preparation institutions provide candidates opportunities to develop and demonstrate:							
4.1	An understanding of the standards and benchmarks of the <i>Michigan English Language Proficiency Standards</i> , <i>Michigan Curriculum Framework</i> , and <i>ESL Standards for Pre-K-12 Students</i> in curricular planning.	<p style="text-align: center;">A</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Elementary</td> </tr> <tr> <td>Minor: The TESOL Methodology sequence (<i>Literacy</i>, TSLN 410; <i>Listening & Speaking</i>, TSLN 410; & <i>Content-Based Approaches</i>, TSLN 410) provides candidates with knowledge of the TESOL and MDE Standards and the necessity of using the standards and benchmarks in their planning for lessons, units, and curricula. This knowledge is tested through exams and through written assignments that assess their ability to use the Standards and benchmarks in their written lesson plans.</td> </tr> <tr> <td style="text-align: center;">Secondary</td> </tr> <tr> <td>Minor:</td> </tr> <tr> <td style="text-align: center;">Additional Endorsement</td> </tr> <tr> <td> </td> </tr> </table>	Elementary	Minor: The TESOL Methodology sequence (<i>Literacy</i> , TSLN 410; <i>Listening & Speaking</i> , TSLN 410; & <i>Content-Based Approaches</i> , TSLN 410) provides candidates with knowledge of the TESOL and MDE Standards and the necessity of using the standards and benchmarks in their planning for lessons, units, and curricula. This knowledge is tested through exams and through written assignments that assess their ability to use the Standards and benchmarks in their written lesson plans.	Secondary	Minor:	Additional Endorsement	
Elementary								
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Secondary								
Minor:								
Additional Endorsement								

4.2	Ability to integrate the <i>ESL Standards for Pre-K-12 Students, Michigan Curriculum Framework, and Michigan English Language Proficiency Standards</i> into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content.	B	<p style="text-align: center;">Elementary</p> <p>Minor: The <i>TESOL ESL Standards for Pre-K-12 Students, Michigan Curriculum Framework, and Michigan English Language Proficiency Standards</i> are required texts in the TESOL Methodology courses. Candidates must demonstrate the ability to integrate this information in all of their TESOL Methodology sequence lesson plans, culminating in Content-Based Approaches (TSLN 410), in which they are assessed on their ability to write lesson plans and units that specifically incorporate appropriate strategies for teaching both language and academic content to ELLs. Each of the lessons and units identifies the appropriate standards and benchmarks and the techniques that is used to support ELLs’ success in acquiring both language and content. These lesson plans are presented, micro-lessons are taped and analyzed, and candidates provide self-assessment in terms of the appropriate use of standards, benchmarks, strategies, and techniques demonstrated in their lessons.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
4.3	Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students’ experiences and skills of home and community.	B	<p style="text-align: center;">Elementary</p> <p>Minor: The TESOL Methodology Sequence (Literacy, TSLN 410; <i>Listening & Speaking</i>, TSLN 410; & Content-Based Approaches, TSLN 410) provides candidates with the opportunity to demonstrate their ability to evaluate, select, design, and adapt instructional resources using the Standards and benchmarks in the practical application aspects of each class. The importance of connecting curricula to ELLs’ background experience, home and community is stressed in establishing appropriate materials and resources. Candidates demonstrate this capacity in their written lesson plans and accompanying narratives and materials by addressing the needs of a target group of ELLs (defined by the candidate in consultation with the teacher) within a situated context.</p>

			Secondary
			Minor:
			Additional Endorsement
4.4	An understanding and use of strategies that promote student competence in using critical thinking skills in concert with learning English.	B	Elementary
			Minor: Candidates learn about strategies that promote language learning in <i>Second Language Acquisition</i> (LNGE 325). They are given the opportunity to identify specific strategies and critical thinking activities on the lessons that they design in the TESOL Methodology Sequence (<i>Literacy</i> , TSLN 410; <i>Listening & Speaking</i> , TSLN 410; & <i>Content-Based Approaches</i> , TSLN 410). The importance of using the strategies is assessed through formal testing as well as through review of candidates' lesson plans.
			Secondary
			Minor:
			Additional Endorsement
4.5	An ability to manage and implement standards-based content instruction to support limited-English proficient students in accessing the core curriculum as they learn language and academic content.	B	Elementary
			Minor: Candidates demonstrate this ability to manage and implement Standards-based instruction through micro-teaching their lesson plans in the TESOL Methodology Sequence, particularly in <i>Content-Based Approaches</i> (TSLN 410) and through discussing their lesson plans with teachers in the field during their student teaching.
			Secondary
			Minor:
			Additional Endorsement

4.6	A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for academic and social purposes	C	Elementary
			Minor: The TESOL Methodology Sequence focuses on teaching candidates to acquire and use English in <i>Literacy</i> , (TSLN 410) and <i>Listening & Speaking</i> (TSLN 410) for both social and academic purposes. The capstone course of the Sequence, <i>Content-Based Approaches</i> (TSLN 410) focuses more on teaching ELLs to acquire language in academic settings (i.e., students’ content courses – math, science, social studies). Candidates are expected to develop their proficiency in this area over the three-course Sequence, and to demonstrate a high level of competency through writing a unit of lesson plans and micro-teaching it to their peers during <i>Content-Based Approaches</i> . The final demonstration of excellence is expected in their student teaching experience.
			Secondary
			Minor:
			Additional Endorsement
4.7	Knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, and managing content instruction for limited-English proficient students.	B	Elementary
			Minor: Candidates demonstrate knowledge, understanding and use of standards-based practices and strategies in their planning of lessons and units in the TESOL Methodology Sequence, culminating in <i>Content-Based Approaches</i> (TSLN 410). The implementation of lesson plans and management of the class of ELLs occurs in the student teaching.
			Secondary
			Minor:
			Additional Endorsement

5.0	Assessment of Languages and Cultures		
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:			
5.1 TS 4.a & 4.b	Knowledge of the ongoing nature of assessment and multiple ways to assess that are age and level appropriate by implementing purposeful measures.	B	<p style="text-align: center;">Elementary</p> <p>Minor: The issue of assessment is raised in the Methodology Sequence (Literacy, TSLN 410; Listening & Speaking, TSLN 410; & Content-Based Approaches, TSLN 410), where candidates are required to create age-appropriate assessments of learning. Candidates’ knowledge of assessment is solidified in SLA Testing and Assessment (TSLN 420), which provides them with knowledge about testing and assessment issues through readings and class discussions. This knowledge is assessed via tests and quizzes, and through the analysis and adaptation of both authentic and published assessments.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
5.2	Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of success and failure to determine the direction of instruction.	A	<p style="text-align: center;">Elementary</p> <p>Minor: Activities in the TESOL Methodology courses (Literacy, TSLN 410; Listening & Speaking, TSLN 410; and Content-Based Approaches, TSLN 410) include discussions of assessment as candidates create lesson plans beginning with appropriate language objectives and ending with assessment of how well those objectives were met. SLA Testing and Assessment (TSLN 420) then provides candidates with an opportunity to learn how to analyze a variety of assessments. Candidates’ awareness of reflective assessment practices is assessed through an assessment-writing project, in which they create an assessment, administer it, analyze the results, and specify plans for revision of the assessment.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p>

			Additional Endorsement
5.3	An ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the information and interpretation.	B	Elementary
			Minor: SLA Testing and Assessment (TSLN 420) includes an assignment that requires candidates to create, administer, and analyze assessment tools. The course also ensures that candidates understand how to interpret the results of a test and the way those results are typically reported in midterm and final exams. Candidates' ability to interpret and communicate the results of students performance to relevant stakeholders is assessed through the assessment writing project.
			Secondary
			Minor:
			Additional Endorsement
5.4	Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).	A	Elementary
			Minor: Issues of cultural awareness are covered primarily in the Linguistic and Cultural Diversity in the U.S. course (LNGE 240), where issues of cultural, linguistic, political, social, and psychological biases are discussed through readings and assignments such as a required pragmatic ethnography (the Language and Culture Interview). How issues of bias directly affect testing and assessment in TESOL is covered in SLA Testing and Assessment (TSLN 420), as candidates analyze published tests and self-created assessments to evaluate claims of validity, and also in the assessment writing project, where candidates must write an assessment and then analyze it for problems, including low reliability or bias.
			Secondary
			Minor:
			Additional Endorsement

5.5	Knowledge and use of various standards-based language proficiency instruments to inform instruction and the value of data for identification, placement, and demonstration of language proficiency and academic achievement of limited-English proficient students.	B	<p style="text-align: center;">Elementary</p> <p>Minor: TESOL standards are presented in Second Language Acquisition (LNGE 325) and in the TESOL Methodology sequence (Literacy, TSLN 410; Listening & Speaking, TSLN 410; & Content-Based Approaches, TSLN 410). Candidates learn how to apply the standards to classroom assessment in SLA Testing and Assessment (TSLN 420). Candidates’ knowledge of various standards-based language proficiency instruments and their ability to use the knowledge to inform instruction is assessed through authentic assessment analysis and an assessment creation project.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
5.6	Knowledge of the difference between language proficiency testing and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect limited-English proficient student learning.	B	<p style="text-align: center;">Elementary</p> <p>Minor: The TESOL Methodology Sequence (Literacy, TSLN 410; Listening & Speaking, TSLN 410; & Content-Based Approaches, TSLN 410) presents candidates with the opportunity to learn how content objectives differ from language objectives, and then to apply this information to all lesson plans they write, culminating in the lesson unit written for Content-Based Approaches (TSLN 410). This is carried through to issues of assessment and high-stakes testing and their effects on ELLs in SLA Testing and Assessment (TSLN 420), where candidates analyze some of the common standardized tests (e.g., SAT, MEAP) and report to the class how each analysis could be expected to affect ELLs .</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>

5.7	Knowledge of the relationship between standards and assessment decisions.	A	<p style="text-align: center;">Elementary</p> <p>Minor: Lesson plans created throughout the TESOL Methodology sequence address the need for Standards-based objectives, and the need to tie those objectives to appropriate forms of assessment. SLA Testing and Assessment (TSLN 420) requires candidates to more deeply consider the continuation of this line of thought through to the decisions that are based on the results of their Standards-based assessments. The test-writing project challenges candidates to understand the relationship between the standards and the assessment decisions they make, and then to analyze how their decisions affected the results of the test they wrote.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
5.8	Knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction.	B	<p style="text-align: center;">Elementary</p> <p>Minor: The TESOL Methodology sequence is divided into three parts (Literacy, TSLN 410; <i>Listening & Speaking</i>, TSLN 410; & Content-Based Approaches, TSLN 410) in order to provide candidates with knowledge of how Literacy, and oral skills differ in regards to receptive vs. productive skills. Candidates apply this knowledge by creating a variety of performance-based assessment tools and techniques designed to measure learning in their lesson plans. SLA Testing and Assessment (TSLN 420) continues this theme to develop knowledge of receptive vs. productive assessments, including the nature of performance-based assessments such as check-lists, observation protocols, and portfolios. These performance-based assessments are presented within the framework of a formative assessment system, differentiating them from tests of receptive skills normally included on high-stakes tests. Candidates are tested on their ability to describe and distinguish between summative tests of ELLs’ language skills (whether receptive or productive), and formative assessments of students’ language performance skills.</p> <p style="text-align: center;">Secondary</p>

			Minor: Additional Endorsement
6.0 TS 1.a, 2.a, 5.a & 5.b	Professionalism Teacher preparation institutions provide candidates opportunities to develop and demonstrate:		
6.1	Linguistic and cultural competence through reflective practices.	B	Elementary Minor: Candidates are expected to maintain journals in courses that are used to address changes in attitudes, growth in competence in both linguistic and cultural areas. The Language Sequence of courses (Grammar for ESL Teachers , LNGE 202; Introduction to Language , LNGE 223; Linguistic and Cultural Diversity in the U.S. , LNGE 240, and Second Language Acquisition , LNGE 325) provides the opportunity for candidates to establish the base of knowledge needed to develop linguistic and cultural competence. Candidates' linguistic and cultural competence is assessed through the assignment of reflective papers in the Linguistic and Cultural Diversity in the U.S. course (LNGE 240), as well as the pragmatic ethnography assignments in LNGE325, which allows candidates to demonstrate their ability to apply what they have learned through reflection to practical situations. Secondary Minor: Additional Endorsement

6.2	Knowledge of the value that multilingualism brings to the overall success of all students and understands the teacher’s role as an advocate with students, colleagues, and members of the community in promoting multilingualism.	B	Elementary
			Minor: Candidates demonstrate their awareness of the value of multilingualism through the reflection assignments in the Linguistic and Cultural Diversity in the U.S. course (LNGE 240), and through their analysis of materials in the TESOL Methodology Sequence (Literacy ., TSLN 410; <i>Listening & Speaking</i> , TSLN 410; & Content-Based Approaches , TSLN 410). Multicultural issues are addressed in LNGE240, and the advocacy role that teachers play is a part of Content-Based Approaches (TSLN 410). Candidates’ awareness of the value of multiculturalism and advocacy role is assessed through reflection assignments and assignments such as writing letters to the newspaper, responding to current events, and building parent/community involvement events into Lesson Unit Plans.
			Secondary
			Minor:
			Additional Endorsement
6.3	Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.	C	Elementary
			Minor: Candidates engage in self-assessment in their coursework prior to engaging in student teaching. The preparation phase requires candidates to engage in dialog with faculty and to outline their strengths and weaknesses in terms of both core content and practical applications of that content. Candidates identify resources for continuing their professional development, with particular focus on the professional associations, such as TESOL and MITESOL. Students in the TESOL Methodology Sequence (Literacy ., TSLN 410; <i>Listening & Speaking</i> , TSLN 410; & Content-Based Approaches , TSLN 410) are required to find and analyze both print online resources for professional development.
			Secondary
			Minor:
			Additional Endorsement

6.4	Knowledge of legislative impact on teaching in programs for world languages, limited-English proficient students, and bilingual education.	A	<p style="text-align: center;">Elementary</p> <p>Minor: Candidates are introduced to political and legislative issues that affect languages, ELL students, and bilingualism in the U.S. in the Linguistic and Cultural Diversity in the U.S. course (LNGE 240). Candidates are assessed on their knowledge of legislation as it influences what goes on in the schools through the course content of Second Language Acquisition (LNGE 325) and TESOL Methodology: Content-Based Approaches (TSLN 410). The influence of standardized tests required by legislation, both state and federal, is also a component in SLA Testing and Assessment (TSLN 420).</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>
6.5	Knowledge of the teacher’s role as a professional within a discipline.	A	<p style="text-align: center;">Elementary</p> <p>Minor: Candidates are introduced to the concept of TESOL as a profession in the Linguistic and Cultural Diversity in the U.S. course. The candidate’s own role within the profession is addressed in Second Language Acquisition (LNGE 325), both of which are prerequisites to the TESOL Methodology Sequence. Candidates are required to demonstrate their awareness of the professional aspect of teaching ELLs throughout their TESOL Methodology Sequence, as they analyze materials and apply their knowledge to the planning of lessons. Candidates are encouraged to situate themselves within the discipline of TESOL through joining their state and national professional organizations (MITESOL & TESOL), participating in conferences, and joining professional discussions on line.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>

6.6	Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.	A	Elementary
			Minor: Candidates are introduced to this aspect of the profession in Second Language Acquisition (LNGE 325) and Linguistic and Cultural Diversity in the U.S. (LNGE 240). How professionals interact with the larger community and may affect public policy are issues covered in <i>TESOL Methodology: Content-Based Approaches</i> (TSLN 410) and SLA Testing and Assessment (TSLN 420). Candidates’ awareness of how their knowledge of the history and current state of teaching ELLs and bilingual students may affect policy and advocacy issues is assessed through assignments such as the Language and Culture Interview and the Professional Practitioner Interview.
			Secondary
			Minor:
			Additional Endorsement
6.7	An ability to serve as professional resources, advocate for students, and build partnerships with students’ families and communities.	A	Elementary
			Minor: The Linguistic and Cultural Diversity in the U.S. course (LNGE 240) raises awareness of the need for candidates to advocate for ELLs and build partnerships with the community. Second Language Acquisition (LNGE 325) helps candidates see the need to serve as professional resources. Candidate activities within their professional organizations help connect them to mentors within the profession who are currently filling these roles.
			Secondary
			Minor:
			Additional Endorsement

7.0	<p>Institutional Resources, Coordination, and Commitment</p> <p>Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.</p>	
7.1	<p>The program provides an administrative governance structure that encourages collaboration across content and teacher preparation programs.</p>	*
Elementary		
<p>Minor: Two colleges are involved in the preparation of any teacher at EMU: The College of Education and the College of Arts and Sciences. In the College of Education, teacher candidates share foundation courses, and in the content area, they share expertise. In addition, within the Department of Foreign Languages and Bilingual Studies, faculty of teacher candidates from French, German, Japanese, Spanish, and TESOL as well as Bilingual Education-Spanish, can collaborate on teaching methodologies, second/foreign language acquisition theories and so on. The environment is rich for collaboration.</p>		
Secondary		
Minor:		
Additional Endorsement		
7.2	<p>The program provides adequate resources, both human and material, to ensure the limited-English proficient teacher preparation program is equivalent in stature to other teacher preparation programs.</p>	*
Elementary		
<p>Minor: The TESOL minor is being proposed as one of the three minors acceptable by the College of Education and the State of Michigan in fulfillment of the requirements for elementary education certification. With NCLB particularly, there is every reason to expect that it is approved and be equivalent in stature to all other possible minors. In addition, within the Department where the content courses of the minor are offered, there are two full-time secretaries, a full-time department head, and an exceptionally talented faculty.</p>		
Secondary		
Minor:		
Additional Endorsement		

7.3	The program provides a methods course with specific strategies of instruction for limited-English proficient learners and collaboratively supports structured field experiences.	*	<p style="text-align: center;">Elementary</p> <p>Minor: The program provides three separate methods courses: <i>Literacy</i>, (TSLN 410); <i>Listening and Speaking</i> (TSLN 410); and <i>Content-Based Approaches</i> (TSLN 410). Field Experiences are coordinated with the College of Education.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p>
			Additional Endorsement
7.4	The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.	*	<p style="text-align: center;">Elementary</p> <p>Minor: Every year, programs at Eastern Michigan University are analyzed on the basis of whether they are meeting their intended goals. This analysis is based on data collected annually and is compared to that of previous years. Every five years, our programs undergo an extensive “Program Review” through which enrollments, grading, graduation rates, and job placements, among other 5-year trends, are examined. Faculty and student input is gathered and recommendations for improvement are considered. EMU is accredited through NCATE, and is implementing the new NCATE assessment system based on the TESOL Standards beginning in Fall 2006. This proposed minor is designed to meet the TESOL/NCATE standards, including their required program of ongoing assessment of program effectiveness based on student outcomes.</p> <p style="text-align: center;">Secondary</p> <p>Minor:</p> <p style="text-align: center;">Additional Endorsement</p>

7.5	The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency.	*	<table border="1"> <tr> <td data-bbox="1039 365 1917 410" style="text-align: center;">Elementary</td> </tr> <tr> <td data-bbox="1039 410 1917 1118"> <p>Minor: Admission to the program is based on admission to the University and to the College of Education for those pursuing the ESL credential by the MDE. For admission to the University, a teacher candidate must submit one of several types of English proficiency measures, all of which are available at multiple venues. The College of Education requires demonstrated competence in: (a) speaking effectiveness as determined by the required course(s) in speech; (b) reading ability as determined by EMU admission policies, successful completion of general education requirements, and successful completion of the state-mandated basic skills test, the Michigan Test for Teacher Certification (MTTC); and (c) written expression as determined by successful completion of general education requirements, a review of an autobiography submitted as part of the teacher certification program admission process, and successful completion of the state-mandated basic skills test. As part of the NCATE accreditation process, we are also implementing a requirement that all students score one half standard deviation above the mean on a nationally recognized English language assessment (e.g., SAT, ACT, GRE, iBT) prior to their student teaching experience. In addition, the faculty has developed performance-based alternative assessments for students who require specific accommodations.</p> </td> </tr> <tr> <td data-bbox="1039 1118 1917 1164" style="text-align: center;">Secondary</td> </tr> <tr> <td data-bbox="1039 1164 1917 1209">Minor:</td> </tr> <tr> <td data-bbox="1039 1209 1917 1255" style="text-align: center;">Additional Endorsement</td> </tr> <tr> <td data-bbox="1039 1255 1917 1300"></td> </tr> </table>	Elementary	<p>Minor: Admission to the program is based on admission to the University and to the College of Education for those pursuing the ESL credential by the MDE. For admission to the University, a teacher candidate must submit one of several types of English proficiency measures, all of which are available at multiple venues. The College of Education requires demonstrated competence in: (a) speaking effectiveness as determined by the required course(s) in speech; (b) reading ability as determined by EMU admission policies, successful completion of general education requirements, and successful completion of the state-mandated basic skills test, the Michigan Test for Teacher Certification (MTTC); and (c) written expression as determined by successful completion of general education requirements, a review of an autobiography submitted as part of the teacher certification program admission process, and successful completion of the state-mandated basic skills test. As part of the NCATE accreditation process, we are also implementing a requirement that all students score one half standard deviation above the mean on a nationally recognized English language assessment (e.g., SAT, ACT, GRE, iBT) prior to their student teaching experience. In addition, the faculty has developed performance-based alternative assessments for students who require specific accommodations.</p>	Secondary	Minor:	Additional Endorsement	
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Minor:									
Additional Endorsement									

Guideline/Standard	*Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
A K-12 endorsement program must provide candidates with the following experiences:		
The K-12 program provides structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school.	*	All Education majors at EMU are required to participate in student teaching at the appropriate age level.
The K-12 program provides course work in growth and development for early childhood and adolescent learners.	*	All education majors at EMU are required to take early childhood & adolescent courses in Educational Psychology.
The K-12 program provides instruction in preparation in instructional methods with specific strategies of instruction for limited-English proficient students and collaboratively supports structured field experiences appropriate to both levels of certification.	*	The Minor in TESOL directly addresses the specific needs of ELLs throughout. The student teaching experience at EMU is tailored to the needs of each candidate.

English as a Second Language (NS) SBE Stds 7.13.04.doc

Instructional Faculty

Institution: Eastern Michigan University

Date: March 31, 2006

Specialty Program: English as a Second Language

Certification/Endorsement CODE: NS

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus & Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework & MEAP Assessment	Special Awards & Recognition	P-12 Collaborative Work
LNGE 223, LNGE 325, TSLN 410, TSLN 410	Elisabeth Morgan	Ph.D. in Foreign and Second Language Education. Focus on TESOL; Research area: second language writing	All administrative	Familiar with grade-level expectations.	Excellence in Teaching, 2004, Alumni Association, EMU	Collaborated on writing proposal for ESL endorsement in Michigan with other board members of Michigan Teachers of English to Speakers of Other Languages
LNGE 223, LNGE 240, LNGE 325, TSLN 410, TSLN 410	Thom Cullen	Ph.D. Applied Linguistics: <i>Second Language Acquisition</i> Focusing on mental structures and processes in SLA, specifically schema theory and the description of cognitive processes in the acquisition and storage of grammar and vocabulary The most current research has focused on the challenges faced by Non Native English	Attendance each year at the MITESOL and TESOL Conferences Participation each year at the Educational Testing Service's reading of Advanced Placement examinations in English	Supervised elementary student teaching practicum in Walled Lake in 2005.	Acknowledged for excellence in student advising in 2000	

		Speaking teaching candidates.				
LNGE 202, LNGE 223, LNGE 325, TSLN 410, TSLN 410, TSLN 410	Jo Ann Aebersold	Ph.D. in Linguistics (<i>Second Language Acquisition</i>) MA in Education (TESOL)	Research in Reading, Extensive Reading. Conference attendance & presentations (TESOL; MITESOL; AAAL; Linguistics and Gender Studies; TESOL/NCATE SPA Workshop, Washington, DC, 2003; Standards-based presentations at TESOL Conference; Development Advising Council, TESOL, INC.)	Familiar with the national standards for K-12 ESL curriculum MEAP, Familiar as a resident of Michigan active in Education.	Invited by the US State Department to do inservice on the teaching of reading and writing in K-12 in the Omani public schools.	Currently meeting with 2 ESL teachers in middle and secondary schools to get a better understanding of how to enter a new position and build an ESL curriculum where none is present.
TSLN 410, TSLN 410, TSLN 410, TSLN 420	Cathy Day	Ph.D., Interdisciplinary degree in Second Language Education/Teacher Education Research on influence of cultural acquisition with second language acquisition ; extensive work with assessment.	The TESOL/NCATE Spa workshop (Washington, D.C./George Mason University); all of the NCLB and Standards based presentations/ workshops held at TESOL for the past three years. Work with the MDE in terms of the new world language standards (presented at the Board).	Familiar with the K-12 Curriculum Framework & MEAP from attending all of the working groups for MDE in the past three years.	Chair of the TESOL Inc. Nominating committee	Work with teachers in Wayne, Washtenaw, and Oakland counties e.g., on the ELP standards for the state; & the standards for professional prep. Also our own close ties to our collaborating teachers (as well as our grads). Presentations made with Classroom teachers and resource personnel at TESOL (Sandy Hagman and Jackie Moase-Burke).

<p>LNGE 202, LNGE 223, LNGE 325, TSLN 410, TSLN 410, TSLN 410</p>	<p>Wendy Wang</p>	<p>Ph.D. in Education from the Ontario Institute for Studies in Education (OISE), Research focus: Teaching English as a Second Language (TESL), & Multilingual/ Multicultural Issues</p>	<p>Has taught graduate and undergraduate TESOL courses, including <i>Introduction to Language</i>, Global English Language Education, <i>Second Language Acquisition</i>, Content-Based Materials & Testing, Observation & Analysis of Multicultural Classrooms, Pedagogical Grammar & Phonology. Frequent presenter at the annual conferences of TESOL, MITESOL, & MABE.</p>	<p>Knowledgeable about Michigan's K-12 Curriculum and MEAP Assessment, both being addressed in TSLN521-Content-Based Materials & Testing. Member of MDE English Language Learner Advisory Committee; a Member of the Advisory Committee for the Assessment of ELLs, organized by the Office of Educational Assessment & Accountability (OEAA), MDE.</p>	<p>2003 Certificate of Appreciation for outstanding contribution, dedication and support as a member of MITESOL.</p>	<p>Actively engaged in providing teacher training workshops in K-12 public schools. Has offered a series of ESL teacher and paraprofessional training workshops in Hamtramck, Troy, and Monroe Public Schools in Michigan.</p>
<p>LNGE 240, LNGE 325, TSLN 410, TSLN 410, TSLN 410, TSLN 420</p>	<p>Jeff Popko</p>	<p>Ph.D. in Applied Linguistics, research focus on professional development of TESOL candidates MA-ESL Certificate of TEFL</p>	<p>Taught Linguistics, Content-based Methodology, TESOL Testing & Assessment to pre- & In-service teachers. Presented at TESOL, AAAL, & Northwestern University Language Symposium 2006</p>	<p>Very familiar with national standards, attended Professional Development Seminar on TESOL/NCATE accreditation procedures. Represented EMU/FLABS in MDE seminar on MEAP in Lansing, 11/05. Official TESOL SPA coordinator for NCATE accreditation process Fall 2006.</p>		<p>Taught in-service seminar on Portfolio Assessment of K-12 ELL students, Leupp Schools, Leupp, AZ 05/05. Taught online & ITV courses for in-service teachers in rural AZ from 08/01 to 05/05</p>