

English as a Second Language Specialist Certificate in English Education-NewDsg-2015-11-23

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Form Information

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First Step: ONLY change the text in the [brackets] so it looks like this: **Information Assurance Minor in Criminology-NewDsg-2015-08-10**

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	724-357-2261

(A) Request Type:*	certificate						
(B) Minor or Certificate Title:*	English as a Second Language Specialist Certificate						
(C) List number of credits:*	15						
(D) If Certificate or Letter, select level:	graduate						
(E) Course Level:*	graduate-level						
(F) Narrative Catalog Description:*	The English as a Second Language (ESL) Specialist Program certificate is a graduate certificate which recognizes students have taken courses ESL pedagogy, theory, materials development, and assessment. This certificate is also in line with the requirements from Pennsylvania Department of Education to be awarded a specialist endorsement to students currently holding a Teaching certificate.						
(G) List of Program Requirements in catalog layout including course numbers, titles, credits and any footnotes.*	<p><i>Note: PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above)</i></p> <table border="1"> <thead> <tr> <th>Course</th> </tr> </thead> <tbody> <tr> <td>ENGL 641: Topics in ESL Pedagogy, 3 credits</td> </tr> <tr> <td>ENGL 644: ESL Material and Media, 3 credits</td> </tr> <tr> <td>ENGL 724: Second Language Acquisition, 3 credits</td> </tr> <tr> <td>ENGL 742: Cross-cultural Communication, 3 credits</td> </tr> <tr> <td>ENGL 681: Field Internship, 3 credits</td> </tr> </tbody> </table>	Course	ENGL 641: Topics in ESL Pedagogy, 3 credits	ENGL 644: ESL Material and Media, 3 credits	ENGL 724: Second Language Acquisition, 3 credits	ENGL 742: Cross-cultural Communication, 3 credits	ENGL 681: Field Internship, 3 credits
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(H) Student Learning Outcomes*	In our PDE application "competencies" were tied to PDE outcomes which I have included below. These outcomes come from "THE FRAMEWORK FOR ENGLISH AS A SECOND LANGUAGE PROGRAM SPECIALIST K-12 GUIDELINES						

PENNSYLVANIA DEPARTMENT OF EDUCATION" provided by PDE. As the classes overlap in their outcomes, I have included all stated outcomes only once and noted where they might overlap in particular classes.

Course

Competencies

<p>ENGL 641: Topics in ESL Pedago gy</p>	<p>Professionalism</p> <p>Candidates will demonstrate the ability to:</p> <ul style="list-style-type: none">A. Use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs.B. Conduct focused action research in the classroom following applicable procedures for protection of human research participants.C. Create a personal professional development plan based on interests and reflection, taking advantage of opportunities to support those goals in professional associations and other academic organizations.D. Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels.E. Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams.F. Develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance (e.g., advocate for the students and their families, help families participate in their school /community through the use of bilingual paraprofessionals or interpreters, or engage with community members and policymakers with respect to issues affecting ELLs).G. Model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELLs.
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<p>ENGL 644: ESL Material and Media</p>	<p>Assessment--developing new materials and assessment tools for use in the second language classroom</p> <p>Candidates will demonstrate the ability to:</p> <p>A. Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer) at various grade levels.</p> <p>B. Apply appropriate testing practices for English language learners including:</p> <ol style="list-style-type: none"> 1. Determination of the validity and reliability of tests to make assessment related decisions for ELLs; 2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs' know and can do; 3. Appropriate interpretation and use of data to support ELLs; 4. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges. <p>C. Recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels.</p> <p>D. Identify and use multiple assessment resources and measures (including research, native language evaluation, Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS for ELLs performance rubrics, among others) to make informed decisions concerning an ELL's progression through a language instruction program (identification, placement, progress, achievement, exit, and monitoring) observing all applicable national and state requirements.</p> <p>E. Implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, video spreadsheet software, self- and peer-assessment, among others), planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement.</p> <p>F. Inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing, for ELLs in a language instructional program.</p> <p>G. Identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments.</p> <p>H. As part of an instructional planning team, analyze data from various ELL groups (disaggregated, where appropriate, by language proficiency level, grade level, instructional site, etc.) to evaluate the effectiveness of an ESL program or language teaching methodology.</p> <p>I. Identify and use a variety of resources and research, including native-language assessment and accommodated assessments, to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs.</p>
<p>ENGL 724: Second Language Acquisi tion</p>	<p>Language, Culture (provided below), Assessment (given earlier)</p> <p>Recognize language as an integrative system made up of component parts (phonology, morphology, syntax, pragmatics and semantics) and apply this knowledge to identify aspects of English that are difficult for ELLs.</p> <p>B. Support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills, i. e., recognizing and using syntactic structures, the English sound system, and other communication skills.</p> <p>C. Support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic.</p> <p>D. Develop a variety of instructional techniques to assist ELLs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including acy appdelitiz</p>

	<p>ENGL 742: Cross- cultural Commu- nication</p>	<p>Language (provided above), Culture</p> <p>Candidates will demonstrate the ability to:</p> <p>A. Demonstrate knowledge of the processes of negotiating one's cultural identity.</p> <p>B. Differentiate among the varied processes of cultural transitions, including acculturation, assimilation, biculturation and resistance.</p> <p>C. Identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-soc ET BT /F2 t</p>

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