



The ESOL Graduate Program Endorsement

Western Oregon University's ESOL Education program prepares teachers to ensure that students succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation, and physical and emotional health. The program leads to an add-on endorsement to an Oregon teaching license. Students may complete the ESOL program by itself or in conjunction with an undergraduate or graduate degree program.

Admission to the program

- Applicants must have been admitted to WOU. Admissions information can be obtained by contacting the WOU Admissions Office at 503-838-8211.
- All students must meet in person with their ESOL advisor to complete and sign a program contract. Graduate students must file a copy of their contracts with the WOU Graduate Office.

Program Advisors

Program Advisors (By Surname)

Students A_F	Students G-K	Students L-P	Students Q-T	Students U-Z
Dr. Joshua Schulze (503) 838.8636 RWEK 126 schulzejm@wou.edu	Dr. Carmen Cáceda (503) 838.8409 RWEK 230 cacedac@wou.edu	Dr. Jessica Dougherty (503) 838.8929 RWEK 221 doughertyj@wou.edu	Dr. Maria Dantas-Whitney (503) 838.8636 dantasm@wou.edu	Dr. Kristen Pratt (503) 838.9221 RWEK 133 prattk@wou.edu

Requirements for the ESOL Endorsement

- Completion of six courses (ED 681, ED 682, ED 683, ED 684, ED 691, ED 692)
- A passing score on the ESOL ORELA-NES exam (<http://www.orela.nesinc.com>)
- A practicum (ED 609) conducted in a classroom where at least 20% of the students are identified as English Language Learners.
- The practicum is completed the last term of enrollment.
- Students must apply to the ESOL Coordinator one term preceding the practicum.

Additional ESOL Education Courses for students in the Master of Science in Education program:

- ED 630 Culturally and Linguistically Diverse Students in the Schools (3)
- ED 631 Foundations of Bilingualism (3)
- ED 694 Assessment of English Language Learners (3)

Coursework

Course descriptions are attached. Please note the following requirements:

- **Successful completion of ED 681 is strongly recommended before all other courses**
- **At least 15 credits of coursework towards the ESOL endorsement must be completed before registering for ED 609, the practicum.**
- **Students are expected to have passed the ESOL ORELA-NES before the practicum. (<http://www.orela.nesinc.com>)**

In 2018-2019, ESOL courses will be offered in the following terms:

Course	Term
ED 681 Principles and Practices of ESOL/Bilingual Education (3)	Fall, Winter, Spring, Summer (online every term)
ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3)	Winter, Summer
ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)	Fall, Summer
ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)	Fall, Spring
ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3)	Fall, Spring
ED 692 English Language Development for ESOL and Bilingual Settings (3)	Winter, Summer
ED 609 ESOL/Bilingual Practicum	Fall, Winter, Spring, Summer* (By special arrangement only)

Additional graduate courses are offered for students in the Master of Science in Education program: Every other year

Course	Term
ED 630 Culturally and Linguistically Diverse Students in the Schools (3)	Winter (online)-2019
ED 694 Assessment of English Language Learners (3)	Spring (online)-2020

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ESOL Graduate Endorsement Program at Western Oregon University: Graduate Program Description

The following courses are the core curriculum of 18 hours and are applicable to the ESOL endorsement.

ED 681 Principles and Practices of ESOL and Bilingual Education (3 cr.)

This course explores the foundational principles of inclusive education for emergent bilingual students. Topics include principles of second language learning, instructional practices that support emergent bilinguals in accessing academic language in the content classroom, equity and advocacy for linguistically diverse students and their families, and differentiation of instruction in the linguistically and culturally diverse classroom.

Note: Successful completion of ED 681 is strongly recommended for all other courses.

ED 682 Sociopolitical Foundations of ESOL/Bilingual Education (3 cr.)

This graduate course surveys the historical development of ESOL/bilingual education. It provides insights into government policy and legal aspects of ESOL/bilingual education as well as research, theory and classroom implications. Emphasis is placed on the philosophy of ESOL/bilingual education in a sociopolitical and cross-cultural context. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3 cr.)

This graduate course explores the concept of culture and its manifestation in society, the community and the classroom. It examines the research literature and it provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3 cr.)

This graduate course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 691 Curriculum, Instruction, and Assessment Strategies for English Language Learners (3 cr.)

This graduate course examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 692 English Language Development for ESOL and Bilingual Settings (3)

Focuses on theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills as well as language functions, meaningful grammatical forms, and vocabulary through content-based lessons. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

A pre-requisite for the ED 609 practicum is completing at least 15 credits of coursework towards the ESOL endorsement. Students must request a placement one term preceding the practicum. You are expected to have passed the ESOL ORELA-NES before the practicum.

ED 609 Practicum: ESOL/Bilingual (3 cr.)

Teachers with insufficient supervised work experience or practical experience in Bilingual or ESOL classrooms are required to complete a supervised practicum to meet the requirements for an endorsement. *Teachers with sufficient experience may petition to have the practicum waived. Please go to www.wou.edu/esol for more information.*

Note: These endorsement courses can be applied towards the Master of Science in Education in ESOL/ Bilingual Education. Those interested in completing a master's program should consult their academic advisor.

Additional courses for the Master of Science in Education in ESOL/Bilingual Education:

ED 630 Culturally and Linguistically Diverse Students in the Schools (3 cr.)

This course focuses on the influence of linguistic and cultural diversity on the learning process and classroom dynamics. It examines how race, class and language affect students in schools, and how different schooling practices may facilitate or hinder the academic success of English language learners. Educational approaches that build academic skills while validating the home culture and encouraging parent involvement are emphasized.

ED 694 Assessment of English Language Learners (3 cr.)

This course focuses on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and the legal framework for English language learners in public education. Issues of equity and social justice as impacted by accountability and high stakes testing are addressed.

ED 631 Foundations of Bilingual Literacy (3 cr.)

Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and bilingual teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures, and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices, and plan their professional growth.



Professional Knowledge, Skills and Dispositions

Read: Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards)

SIGN THIS PAGE AND RETURN IT WITH YOUR PROGRAM PLAN

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to preparing candidates with high levels of professionalism. The Division of Teacher Education believes it is important for you to be aware of these standards of professionalism prior to program admission, and to abide by those standards during your time in the program.

Faculty at WOU will use this form to assess your professionalism each term during field experiences and in classes, as warranted. The College reserves the right to advise your continuation or termination in the program based on assessment of your professionalism.

Please carefully review the attached list of **“Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards)”** This page will be signed as your verification of receiving, reading, retaining, and agreeing to abide by this list of expectations.

Should you have any questions regarding the form or the process, please contact the Interim Director of Licensure and Clinical Practice, Mr. Zig Derowchowski at 503.838.9269

PRINTED NAME / Signature

Date

Your signature acknowledges that you have read and are retaining the attached 2-page “Knowledge, Skills and Dispositions Form (aligned to InTASC Core Standards).” It also acknowledges that you are aware that failure to meet the following standards can be cause for additional counseling and advising by program faculty, and can also be cause for your termination from the ESOL Program.

Name _____ Date _____ ESOL and ESOL Endorsement Program

Knowledge Skills and Dispositions Short Form (aligned to InTASC Core Standards)

This form will be used to evaluate your professionalism during class and field experiences and your sensitivity toward the community. It will be used to document your professional progress and notify you should an inappropriate behavior be observed. Using the categories of “Not Applicable (N/A),” “Does Not Meet Standard (DNM),” “Developing Proficiency Toward Standard (DP),” “Proficient Relative To Standards (PR),” and “Exceeds Standards (E),” your instructors, university supervisor and your mentor teacher will evaluate your progress toward the ten standards identified below.

Not Applicable	Does Not Meet Standard	Developing Proficiency Toward Standard	Proficient Relative To Standards	Exceeds Standards
N/A	DNM	DP	PR	E
Certain behaviors (e.g., 6.2 & 10.2) may be N/A in the early stages of the program. N/A may be used at the discretion of the mentor teacher or university supervisor.	The candidate displays behaviors contrary to those expected.	The candidate occasionally but not consistently displays the desired behaviors.	The candidate consistently displays the desired behaviors.	The candidate displays behaviors above and beyond those expected.

Standard 9 Professional Learning and Ethical Practices	N/A	DNM	DP	PR	E
9.1 The candidate reflects upon performance and attitudes as a teacher and regularly reassesses his/her commitment to the profession.					
9.2 The candidate reflects on and offers ideas to address curricular, instructional, and classroom management matters.					
9.3 The candidate conveys a professional image in all aspects of life (e.g., dress, use of social media, emails, voicemails, texting, etc.)					
9.4 The candidate exhibits the energy drive and determination to make the classroom the best possible environment for teaching and learning.					
9.5 The candidate demonstrates self confidence and enthusiasm for teaching and learning through body language, voice tone, eye contact, and preparedness.					
9.6 The candidate is dependable, conscientious, punctual, and follows through with assignments in a timely manner.					
9.7 The candidate displays honesty, integrity, and maintains confidentiality. She/he elicits trust and respect from students, peers, colleagues, and university faculty.					
9.8 The candidate produces original work and credits sources when appropriate in all field and course assignments.					
9.9 The candidate adheres to class, school, district rules and policies.					
9.10 The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.					
Comments:					
Standard 10 Leadership and Collaboration	N/A	DNM	DP	PR	E
10.1 The candidate interacts constructively with students, peers, colleagues, university faculty and families, and shows respect for the thoughts and feelings of others.					

10.2 The candidate contributes (e.g. communicates effectively, shares ideas and materials) as a member of an instructional team to achieve long term curriculum goals and support student learning.					
10.3 The candidate becomes a professional member of the learning community (e.g. attends faculty meetings, PLC, IEP's, inservice days, conferences, and supports mentor teacher in performing duties).					
10.4 The candidate embraces the challenge of continuous improvement, unforeseen circumstances and change.					
Comments:					

Overall Comments:

Signature of the candidate who has read this form:

Signature acknowledges only that the candidate has had an opportunity to read the feedback; it does not imply concurrence with the information documented.

Signature of Candidate

Signature of Mentor Teacher

Signature of University Supervisor/ Instructor

Date

WESTERN OREGON UNIVERSITY
ESOL—ESOL Graduate Endorsement Contract

V# _____

- MEd student
- MAT student
- Graduate student seeking endorsement only

Name: _____ Address: _____

Home phone (____) _____ Email _____

BA/BS granted/expected from (institution): _____ Date granted/expected: _____

Major: _____

Teaching license/endorsements held/ expected: _____

CORE COURSES – ESOL Endorsement	Term	Grade	Done	To Do
ED 681 Principles and Practices of ESOL/Bilingual ED _____				3
<i>Note: Successful completion of ED 681 is strongly recommended for all other courses</i>				
ED 682 Sociopolitical Foundations of ESOL/Bilingual _____				3
ED 683 Fostering Cultural & Community Connections in the ESOL/Bilingual _____				3
ED 684 Language Acquisition and Educational Linguistics in the ESOL Bilingual Classroom _____				3
ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners _____				3
ED 692 English Language Development for ESOL and Bilingual Settings _____				3
			Total credit hours	18

- Notes:**
- *At least 15 credits of coursework towards the ESOL endorsement must be completed before registering for the practicum.*
 - *You are expected to have passed the ESOL ORELA-NES before the practicum. (<http://www.orela.nesinc.com>)*

ED 609 ESOL/Bilingual Practicum [Expected term: _____] 3

ESOL Advisor: _____ Date: _____

Student's Signature: _____ Date: _____

APPROVED: Director of Graduate Programs
_____ Date: _____

COMPLETION DATE: _____

WESTERN OREGON UNIVERSITY
REQUEST FOR ESOL PRACTICUM: ED 609 or ED 409
(to be submitted at least 10 weeks before placement)

Name: _____ Date: _____ V# _____
Faculty Advisor: _____ ESOL Advisor: _____

Contact Information:

Phone: _____ Email: _____

Practicum Requirements:

- ❖ Passing the ORELA NES ESOL Test (Please attach a copy of your scores **or** tell us when you plan to take the test (date): _____).
- ❖ Completion of a minimum five of the courses from the ESOL program., (The last course must be taken before or in conjunction with the practicum).
- ❖ Placed in a setting with at least 20% English Language Learners.

Placement Request: Term: Fall Winter Spring Summer (*By special arrangement only*)

1. I will complete the practicum in my own classroom, which meets the ELL requirements. School/Grade: _____ District: _____

2. I request that the Office of Field Services find a practicum placement for my practicum:

a. **First Choice:**

District: _____
Grade Level: _____
School: _____

b. **Second Choice:**

District: _____
Grade Level: _____
School: _____

c. **Third Choice:**

District: _____
Grade Level: _____
School: _____

Are you requesting a bilingual placement? Yes No

**Submit this application with a copy of your test scores to:
The College of Education /Division of Education and Leadership Office
345 Monmouth Ave N., Monmouth OR 97361 Attention: Dr. Joshua M. Schulze**