A description of how the proposed program has been re-visioned to reflect the North Carolina Standard for Teachers and the 21st century knowledge, skills, and dispositions embedded in them and the rationale for the changes.

Program Description: The ESL program (add-on) has undergone substantial review and revision based on the new NC Professional Teaching Standards, 21st Century knowledge, skills, and dispositions, a new general education program for the university, and extensive collaborative review with practitioners and faculty from the College of Humanities and Social Sciences to create a re-visioned teacher education program that prepares ESL teachers for k - 12 classrooms. The re-visioned program is 16 SCH and is designed to accommodate any candidate in teacher education who wishes to pursue an additional credential in ESL. Candidates in the ESL program have already met requirements for teacher candidacy, gateway points, and enrollment in required courses in approved programs that have undergone re-visioning. Hence, all teacher education candidates meet the new North Carolina Professional Teaching Standards in their primary areas. The ESL Add-On Program is also designed to accommodate teachers already in the field who wish to add ESL to their credentials. The same content courses are required for both undergraduates and licensure-only candidates, and both groups are required to take the Praxis examination in ESL upon completion of the program. The ESL Add-On Licensure Program is offered both on campus and via distance education.

ESL licensure candidates are required to take Linguistics in order to understand that the English language is composed of internal systems. Candidates are introduced to “language” defined, i.e. the nature of language, as well as differences and similarities in first and second language acquisition. Candidates are currently asked to analyze the spoken English of non-native speakers in terms of morphology, phonology, semantics, and syntax. This is an application of content, a critical component in the North Carolina Professional Teaching Standards. The ability to engage in the assignment is based on a general understanding of these four components. Because the emphasis on content knowledge is central to Standard III, Teachers Know the Content they Teach, candidates can increase their understanding of the internal systems by delving more deeply into the components of English, by posing linguistics questions and pursuing projects that would help to expand their understanding of this core area. The knowledge gained will ultimately inform their instruction. An in-depth explanation on how content knowledge will be expanded under the revisioning of the ESL Licensure Program is described as Evidence 2 (attached).

With the inclusion of the new North Carolina Professional Teaching Standards and the 21st Century Standards, the revised program will differ from the current program in a number of ways. Core subjects are central to the 21st Century Skills as adopted by the North Carolina Board of Education. In-depth knowledge of content enables the professional educator to adapt essential concepts to a variety of educational environments and situations, and the success of instruction across the disciplines and pedagogical strategies hinge on content knowledge. The planned expansion of content knowledge for the revisioning of ESL will include the candidates’ use of technology and critical thinking skills while exploring inquiry-based projects (Evidence 2).

The ESL Add-On Program will be reconfigured with a stronger component to meet Standard III of the North Carolina Professional Teaching Standards. In addition to the current assignment of analyzing a non-native speaker’s spoken language, candidates will engage in a major project, an inquiry-based survey. The goal of this project is for candidates to investigate scientific research studies of language that have explored fundamental questions and basic principles of the English language. (See Evidence 3 attached.)

There are a number of other ways in which the revisioning of the ESL Licensure Program will be executed. The ESL student teaching component currently requires 20-25 hours of observation and 20-30 hours of direct instruction. The student teaching field experience is done simultaneous with the Methods in ESL course. Although ESL is an “add-on” and student teaching hours are relatively short compared to time devoted to candidates’ student teaching commitments in the primary area, an increase in the time dedicated to ESL student teaching would help better prepare candidates for the ESL classroom. Therefore, student teachers will be required to enroll in FL 440, Internship in ESL, a course that is now designed for licensure-only candidates. The number of hours dedicated to observations will increase to a minimum of 30 hours and the hours of direct instruction will be raised to 50 hours. More pre-service classroom experience fosters personal and professional growth by providing additional opportunities to explore instructional strategies and assessment designed to accommodate ranges in proficiency levels. In addition, more classroom time is a confidence builder. As part of their culminating experience, student teachers will need to keep a journal of their observations and
their instruction, with reflections and self-evaluations of their classroom performance, and document how they met the new teacher standards in this field experience.

The current program asks candidates to embed components of the English Language Development (ELD) Standard Course of Study into instruction based on the Standard Course of Student in the core areas. North Carolina has now adopted new standards for English language learners, the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) standards and the companion W-APT and the WIDA ACCESS exams. The new student standards will be the new guide for embedding the four modalities (speaking, listening, reading, writing) of language into content, with both social and instructional dimensions considered. Candidates have created content-based lesson plans in the past. However, the new standards will provide a vision for the skills English language learners (ELLs) will need for future success, as the candidates design lessons tailored to the criteria in the WIDA.

The NC Department of Public Instruction has begun to focus on a design for instruction that is considered the model for content-based instruction: the Sheltered Instruction Observation Protocol (SIOP). In the ESL Methods class, candidates learn about this model and examine the stages of the framework. They begin to understand that the NC Standard Course of Study in the core areas is the basis of instruction for English language learners as well as native speakers of English. Because knowledge of SIOP is critical to ESL classroom instruction, a stronger segment will be incorporated to the Methods in ESL syllabus. The addition of training sessions by a SIOP trainer will provide candidates with the skills to implement the protocol. This segment will be added to the ESL Methods course and will help candidates see connections across curricula as they relate to ESL instruction.

ESL licensure candidates are asked to conduct staff development projects in three of the required licensure courses (FL 439 Perspectives on English as New Language, FL 425 Methods and Materials in ESL, and FL 424 Linguistics for ESL Professionals). The sessions are primarily conducted with their teacher education peers. Because the term of ESL student teaching will be extended, the staff development project will be conducted at the school where student teachers are placed. The content of the staff development sessions is decided by the student teacher and can include any of the knowledge gained from the ESL licensure courses. In this respect, the student teacher can help build capacity. Classroom teachers who have been away from academia will be exposed to recent developments in the field, and our student teachers will have an opportunity to apply their leadership skills by means of initiating cooperation and collaboration.

B. How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program. (1-2 pages maximum)

During the Spring and Fall of 2008, the College of Education convened several focus groups for discussion of the following two questions: “What should teachers in North Carolina know and be able to do in 2012 and beyond?” and “How can a pre-service teacher education program help them to develop that set of knowledge, skills, and dispositions?” From these discussion with 1) the University Council on Teacher Education (includes faculty and administrators across campus, teachers and administrators from the public schools of Wake, Johnston, and other counties, as well as community representatives like Carolyn McKinney) 2) a UNC-Tomorrow focus group of faculty and community stakeholders, 3) a focus group of Community Members and Practitioners (intentionally weighted toward representatives of African-American, Hispanic, and Native American Community Agencies, the Governor’s Office, and Social Service Agencies in Wake County), and 4) at the Spring Faculty Retreat of College of Education. Analysis of the content of each of the focus group discussions yielded six themes. These themes were developed into six parameters which have served as guides to the re-visioning process for each of the teacher education programs at NC State. The six parameters include: Assessment, Collaboration, Diversity, Field Experiences, Globalization, and Technology.

The assessment parameter will be met with a new core course on Assessment to include formative and summative assessment content and the use of vendor-based assessment products such as Blue Diamond and ClassScape. The Collaboration parameter will be met through instruction on Professional Learning Communities in core courses and the application of those principles in PD sessions and an assessment PLC attached to the assessment course. The Diversity parameter will be met through a revised
course with new emphasis on diversity, the assessment course, field experiences in which students are placed and supervised in targeted diverse settings, and PD sessions and PLC sessions on teaching to diversity. The field experience parameter will be met through a series of intentionally varied virtual and actual field experiences that will progressively prepare candidates for the complexities and regularities of schools and classrooms. The globalization parameter will be met through a variety of means including enhanced opportunities and encouragement for study abroad as well as virtual means of contact with global cultures. The technology parameter will be met through technology integration into classes, the implementation of a 1:1 computing environment in classes, PD opportunities, a technology legacy project for student teaching, and teaching settings during field experiences.

In addition to the unit’s efforts to involve public school partners in the evaluation and re-visioning process, the ESL Licensure Program has included cooperating teachers in evaluation, planning, and implementation. This is an ongoing effort, and the evaluation and input received from the cooperating teachers following the ESL student teaching semester have provided the program with some new directions. The comments that we have consistently received underscore one critical component of the current configuration, i.e., student teacher instructional and non-instructional time at the school site should be increased. Student teachers should spend sufficient time in field experiences to observe and participate in activities such as parent conferences, informal assessment and administration of standardized tests, staff meetings, after school activities, efforts to connect ESL families to the larger community, etc. With a face-to-face meeting planned at the end of student teaching, as described in Part A., cooperating teachers will become a regular and consistent source of feedback to help inform the program for the following academic year. The student teaching component is where the efforts of the entire program are manifested and made visible. That makes cooperating teacher input especially valuable. A value-added component will be how the ESL Licensure Program can partner with participating schools in efforts to integrate English language learners into the larger community context. This can be accomplished through service learning and civic engagement projects. Partnering with public school ESL teachers in this effort will enable the licensure program to engage in extension activities.

School partners will also serve as consultants to our candidates as they move from the emergent stages to developing stages to the proficient stages and beyond. A panel of three ESL school professionals will convene as “readers” of our Gateway Essays (see above). The essay readings will be accompanied by the appropriate signature artifacts as support material. They will be asked to evaluate how well candidates are meeting proficiency levels. If a consensus is not reached, a fourth teacher will be called on to provide input. This partnership will enable candidates to receive evaluations from academic and practitioner perspectives. “Reader” comments will be discussed with the candidates and strategies for further development suggested. The formation of a panel is a response to feedback from cooperating teachers who have asked for greater involvement in the training of future ESL professionals.

Finally, public school partners will be involved in the delivery of our program as our professional learning community sessions for students will be led by a cadre of classroom teachers. There will be several places in the new core courses in the pedagogy sequence in which the classroom teacher cadre participate significantly. The first is that they will lead PLCs as after-school sessions attached to the Assessment course. The teachers will have actual classroom data sets “scrubbed” of identifying information to use in leading preservice candidates in sessions to analyze the data and plan new instruction to produce positive gains in student achievement. The second is that candidates will be required to participate in a minimum of six professional development sessions before they can apply for licenses. These sessions are non-credit. They will allow coverage of topics that are current and timely, but beyond the scope of courses. One example might be a session in SIOP to deal with ELL and inclusion teaching tactics. The Classroom Teacher Cadre can deliver these PD sessions and be paid an honorarium since they will be held after school hours.
C. The electronic evidences the institution will use to demonstrate candidates meet the standards. The template to be used for this section of the proposal is detailed in the following pages. It is to include:

1. A brief description of the evidence and the descriptors of the element of the standards it addresses. (Section I of the template)
2. A matrix showing where each descriptor of the elements of each standard is included in the key evidences. (Section II of the template)
3. A detailed description of the evidence, how it specifically addresses the descriptors of the element for which it is cited, and how it is evaluated by the institution. (Section III of the template)
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Name</th>
<th>Description</th>
<th>Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Content Knowledge: Evidence that demonstrates breadth of content knowledge in the specialty area.</td>
<td>Transcript or Praxis II scores</td>
<td>Copy of transcript with at least 18 semester hours of coursework relevant to the ESL with a grade of C (2.0) or better in each of the 24 hours and satisfactory Praxis II scores.</td>
<td>3b.1</td>
</tr>
<tr>
<td>2  Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.</td>
<td>Linguistics for ESL Professionals</td>
<td>Inquiry-based research project on the internal systems of English - analysis of a non-native English speaker</td>
<td>3b.1</td>
</tr>
<tr>
<td>3  Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.</td>
<td>Satisfied in Primary Area of Licensure</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>4  Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates knowledge, skills, and dispositions in practice.</td>
<td>Satisfied in Primary Area of Licensure</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>5  Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.</td>
<td>Satisfied in Primary Area of Licensure</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>6  Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.</td>
<td>Satisfied in Primary Area of Licensure</td>
<td>n/a</td>
<td>n/a</td>
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</table>
## Evidence #1 (State Prescribed)

**Content Knowledge:** Evidence that demonstrates breadth of general content knowledge of English as a Second Language

**Evidence(s):** Transcript and Praxis II

**Descriptors:** 3b.1

Candidates will submit a copy of their transcript with the 18 semester hours of coursework required for the ESL add-on with a grade of C (2.0) or better in each and satisfactory Praxis II scores.

- FL 439 – Perspectives on English as a New Language (3 credits)
- FL 424 – Linguistics for ESL Professionals (3 credits)
- FL 425 - Methods and Materials in Teaching ESL (3 credits)
- ANT 254 - Language and Culture (3 credits)
- FL 440 – Internship in ESL (3 credits)
- ED 310 - Tutoring Adolescents (1 credit – not required for licensure-only candidates)
Evidence #2

**Content Knowledge:** Evidence that demonstrates candidate depth of understanding and application of content knowledge in ESL.

**Evidence(s):** Linguistics for ESL Professionals

**Descriptors:** 3b.1

(A) An inquiry-based survey: Candidates will survey scientific research studies of the English language that have explored fundamental questions and basic principles of the English language with respect to any of the following domains of linguistics: phonology, morphology, syntax, and semantics. Candidates will gain the approval from the instructor to pursue the question posed. The paper will be written according to the APA-approved format for research papers.

**Evaluation:** Rubric addressing linguistics survey paper

(B) Analysis of a non-native English speaker. The analysis will focus on 5-parts: (1) phonology (2) morphology (3) syntax (4) semantics (5) determination of speaker’s native language. The purpose of the analysis is to evaluate a candidate’s understanding of linguistics knowledge.

**Evaluation:** Rubric addressing linguistic analysis

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**FL 424 - Linguistics Inquiry-Based Survey**

**Goal:** To survey scientific research studies of the English language that have explored fundamental questions and basic principles in any one of the four domains of Linguistics: morphology, phonology, semantics, and syntax.

The purpose of this inquiry-based learning project is to focus on creating a question(s) of interest that could expand your knowledge and understanding of linguistics, by examining the existing literature and studies that address your specific inquiry. Your project will explore some aspect of one of the four pillars of linguistics: morphology, phonology, semantics, and syntax. It is expected that you will demonstrate depth and rigor in the way you conduct your survey. It is equally important that you apply critical thinking and scholarship in your approach. Please submit a 10-15 page, 1 ½ spaced, 12-point font, report on your project.

The project will address, but is not limited to, the following elements:

- Introduction*
- Historical Perspective
- Purpose (including your essential question “EQ” of inquiry and subsidiary questions)*
- Resources*
- Findings (report on the work that has been done with respect to your question)*
- Limitations of previous research efforts
- Analysis (See Bloom’s Taxonomy for elements of Analysis)*
- Synthesis of ideas (See Bloom’s Taxonomy for elements of Synthesis)*
- Conclusion*
- Evaluation (See Bloom’s Taxonomy for elements of Evaluation)*
- Discussion*
Reflection on the findings (revisit the EQ and state any new questions raised as a result of your survey; challenges you may have encountered, whether you can identify areas of professional or personal growth, and self assessment of your performance in accomplishing this project)*

Bibliography, APA Format*

*Required fields

Sample Topics:

- Theories of Language Change
- Morphological and Syntactic Systems of Natural Language
- Similarities and differences in Structure of Human Languages
- Contrastive English-Spanish Phonetics and Phonology
- Generative Grammar
- English Syntax
- Universal Principles of Basic Clause Structure
- Regional Variation of the Syntactic Structures of English
- Properties of English Speech Sounds
- Formal Semantics (Linguistics Meaning, Tense, Aspect, Modality, etc.)
- How and Why Languages Change
- The Effect of Meaning on Structure
- Differences in Grammar and Word Usage
- Interlanguage Steps in the Development of the 4 Modalities

The first step is for you to formulate a question(s). It could fit into one of the sample topics or another topic of your choosing. You will need to submit your question(s) to your instructor for approval. Your sources can include journals, magazines, newspaper articles, and interviews. **Be aware that this project is not one that has a pedagogical perspective. It is focused entirely on the field of linguistics as a scientific discipline.**
### Assessment Rubric: Linguistics Inquiry-Based Survey

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Target (2)</th>
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<tbody>
<tr>
<td>• Does not include all of the required elements</td>
<td>• Includes all of the required elements</td>
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<tr>
<td>• Details lack depth; examples inadequate to support project question(s)</td>
<td>• In-depth details and examples are provided</td>
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<tr>
<td>• Content lacks organization that is cohesive and coherent; little understanding displayed in visual representation</td>
<td>• Content is well organized, cohesive and coherent in presentation, using graphic organizers to visually represent findings</td>
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<td>• Evidence of investigation inadequate to respond to the EQ</td>
<td>• Project shows evidence of thorough investigation of the EQ</td>
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<tr>
<td>• Understanding of content not apparent</td>
<td>• Understanding of content demonstrated in Analysis, Synthesis, and Conclusion</td>
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<tr>
<td>• Project lacks the rigor of an inquiry-based scholarly endeavor</td>
<td>• Project represents an inquiry-based scholarly endeavor in the field of linguistics</td>
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Program: English as a Second Language (k-12) (add-on)  

Program Coordinator: Toby Brody

D. The timeline for implementation.*

## Program Map to 2012

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Spring 2012</th>
<th>Fall 2011</th>
<th>Spring 2011</th>
<th>Fall 2010</th>
<th>Fall 2009</th>
<th>Fall 2008</th>
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<tr>
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<td>Juniors – New Program</td>
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<td>Sophomores – New Program</td>
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<td>Full Program</td>
<td>ED 300/ED 310 Assessment</td>
<td>Phase in FL 440 Internship in ESL, new requirement for undergraduate candidates</td>
<td>ED 101</td>
<td>ED 101 if possible</td>
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<tr>
<td></td>
<td></td>
<td>EDP 304 – Redesign</td>
<td>All new program elements integrated into ESL Add-On</td>
<td>ECI 102</td>
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<td>ELP 344 – Redesign PD</td>
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<td>ED 201 &amp; Precept PD</td>
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<td>Yr-Long Placement if Possible</td>
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<td>Linguistics Research Paper added to FL 424</td>
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*Timeline for ESL add-on licensure is based upon candidate’s initial licensure program matriculation.

**Student must complete program by Fall 2012 in order to be eligible for Old Program. Students beginning in Old Program and completing in New Program will be required to take a non-credit Special Topics Seminar to complete Licensure Artifacts.