

# ESOL ENDORSEMENT

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL Endorsement Program explores the principles, theories, research, and practices relevant to the needs of PK-12 students acquiring English as a second or additional language. To meet the needs of professionals, we offer program courses in the evenings, on weekends, during the summer, on-line and, in some cases, at school sites. Candidates join colleagues and Lewis & Clark faculty to engage in classes for dialogue, study, and field experiences that address the full complexity of cultural and linguistic diversity and of academic and social inclusion of immigrant students.

Graduates of Lewis & Clark's ESOL Endorsement Program enter schools prepared to:

- Support their students' English language development through content and literature studies as well as direct language instruction.
- Develop and adapt content-specific curriculum for diverse classroom populations.
- Employ innovative teaching methodologies and instructional strategies that respond to the needs of English learners in the mainstream classroom and beyond.
- Utilize assessment principles that measure language and content.
- Partner with families to build strong ties between the school and the diverse racial, cultural, and linguistic communities they serve.
- Lead their school community in the establishment of collaborative learning environments that support high levels of success for English learners and ensure justice for students and for their families.

The program may be completed in conjunction with either the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

## Applying for the Endorsement

Candidates must apply for an endorsement directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for the endorsement within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office ([http://www.lclark.edu/graduate/career\\_and\\_licensing/k-12](http://www.lclark.edu/graduate/career_and_licensing/k-12)).

## Adding the Optional Bilingual Specialization

Please contact the Oregon Teacher Standards and Practices Commission (contact.tspc@oregon.gov) for the requirements and process to add an optional Bilingual Specialization to your existing teaching license. (contact.tspc@oregon.gov)

## Accreditation

Lewis & Clark's graduate programs leading to licensure and endorsements are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## ESOL Endorsement

There are two pathways for students interested in completing the requirements for an Oregon TSPC-approved ESOL endorsement.

### Track I

Track I is for those who hold regular, non-restricted Oregon teaching licenses and who are currently working in schools as licensed teachers. The Track I ESOL endorsement may be completed in conjunction with either the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

### Track I Endorsement Requirements

14 semester hours, distributed as follows, and all required tests:

#### Track I Required Courses

ESOL 500/ ESOL 600	Historical and Legal Foundations of Educating ESOL Students	3
ESOL 501/ ESOL 601	Strategies and Materials for Teaching Content and English Language Development to ESOL Students	3
ESOL 502/ ESOL 602	Focus on Culture and Community in Teaching ESOL Students	3
ESOL 505/ ESOL 605	ESOL Practicum (Elementary - Multiple Subjects)	2
or ESOL 506/ ESOL 606	ESOL Practicum (Secondary)	
ESOL 507/ ESOL 607	Language Acquisition and Development	3

### Track II

Track II is open only to students currently enrolled in a Lewis & Clark teacher education preservice MAT program, who will complete part of the endorsement requirements during or in the years following their preservice program.

### Track II Endorsement Requirements

A minimum of 12 semester hours, distributed as follows, and all required tests:

#### Track II Required Courses

*The following Track II courses are taken in conjunction with a MAT preservice program:*

ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I	1
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II	1
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms	2

*The following Track II courses should be taken after successful completion of ED 543 Secondary Field Experience III or ED 516 Elementary - Multiple Subjects Field Experience III in a preservice MAT program at Lewis & Clark:*

ESOL 507/ ESOL 607	Language Acquisition and Development	3
ESOL 500/ ESOL 600	Historical and Legal Foundations of Educating ESOL Students	3
ESOL 505/ ESOL 605	ESOL Practicum (Elementary - Multiple Subjects)	2
or ESOL 506/ ESOL 606	ESOL Practicum (Secondary)	

## Track I Courses

Note: The following courses are offered on campus, off campus, and online. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses on the Department of Education courses page in this catalog.

### **ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities. Prerequisites: None. Credits: 3 semester hours.

### **ESOL 501 Strategies and Materials for Teaching Content and English Language Development to ESOL Students**

Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience. Prerequisites: None. Credits: 3 semester hours.

### **ESOL 502 Focus on Culture and Community in Teaching ESOL Students**

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools. Prerequisites: None. Credits: 3 semester hours.

### **ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601. Credits: 0.5-2 semester hours.

### **ESOL 506 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B. Credits: 0.5-2 semester hours.

### **ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

## Track II Course

Note: Some Track II courses are embedded in the preservice M.A.T. program (ESOL 535A, ESOL 535B, and ESOL 540/ESOL 598) and are offered on campus only. The rest of the courses are offered on campus, off campus, and online (ESOL 500, ESOL 505, ESOL 506, and ESOL 507). Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Education courses page in this catalog.

**ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students.

Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 506 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B.

Credits: 0.5-2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**Testing Requirements**

The following test must be passed in order to be eligible for a recommendation by Lewis & Clark for the ESOL endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: English to Speakers of Other Languages (ESOL) Test (<http://www.orela.nesinc.com>)

(Test scores from the ORELA: ESOL test will be accepted if taken and passed from September 1, 2009 – September 1, 2012 or from the PRAXIS II: Teaching ESL test (#20360) if taken and passed prior to September 1, 2009.)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu>) account.