Context for ICP/TACIT ESL Proposal:

The proposal being submitted will enable in-service teachers in Indiana to be certified in English as a New Language (ENL) teachers through a program track that is based on a set of courses, workshops and enhancement experiences offered through the Language Education Department at IUB. The request emerges out of two grant projects housed within the Language Education Department: The first project is the Interdisciplinary Collaborative Program (ICP) and the second is the Tandem Certification of Indiana Teachers (TACIT). Both have been funded by the U.S. Department of Education via its Office of English Language Acquisition (OELA). The ICP grant is for $1,000,000 and the TACIT grant brings in $620,000.

The ICP grant serves teachers from sponsoring school corporations who have large populations of ESL students, but relatively few trained ESL teachers. The ICP works with five to seven school corporations per year and accepts approximately six to eight teachers from each corporation. These teachers complete courses and workshops in ESL methodology as professional cohorts.

Because many participants, after completing the nine hours of coursework in the ICP, expressed a desire to continue taking courses in the field of language education for the purpose of acquiring an ESL certification, TACIT was designed for the purpose of assisting those teachers. For this reason, participants are, first and foremost, recruited from ICP alumni.

Both projects provide tuition sponsorship for practicing Indiana teachers from school corporations across the state to pursue sustained, embedded, and extended professional development in the teaching of English Language Learners. (Approximately 200 teachers will enroll in the ICP and 100 will be served in TACIT.) The proposed program track aims primarily to help these teachers meet ESL certification requirements through their completion of ICP and TACIT professional development courses taken through the Language Education Department.

The following is the rationale for the proposed program:

a. **Response to State Needs:**
   ➔ 43,000 Language Minority Students to 336 ESL/ENL certified teachers is an insufficient ratio.
   ➔ Enrollment of students with limited proficiency in English (LEP students) has increased by 383% over the past 10 years.
   ➔ A shortage of qualified ESL/ENL teachers negatively affects students' school performance (Martin 1997) and according to Lewis (1998), citing research from the National Assessment of Education Progress (NAEP) has been the consistent predictor of state-level non achievement of students.

b. **Response to Expressed Teacher Need:**
   ➔ **Online ESL courses:** The concept of taking core ESL courses online will have high appeal. The TACIT grant proposal includes information from a 2000 survey of 400 Indiana teachers indicating why they did not pursue ESL training. The results indicate that such training must be accessible and embedded into teachers' lives. The following is a short summary of the reasons the surveyed teachers provided for not pursuing ESL certification: training not offered locally (217); scheduling conflicts (284); tuition related costs (152); distance to colleges or universities (87). The two grant proposals respond to these concerns.

c. **Adherence to the new Indiana ENL 2002 rules for ENL Certification**: Licensure requirements for ESL certification are now standards-based, not course-based; thus, there are multiple paths to certification. ICP/TACIT have funded resources which can provide professional and financial support to teachers who participate in the grants.

d. **Alignment with existing Masters Program in Language Education (Offered onsite and online)**
   ➔ All the courses offered in the proposed ENL certification program under the auspices of ICP/TACIT, fulfill the course requirements in the Language Education Masters program in both the "Major Field" and "Electives inside the Department" components. (See Appendix 4.)

Appendix 1:

ENL certification Proposal for ICP-alumni and in- service teachers participating   in Tandem Certification for Indiana Teachers (TACIT)

Foundation: Language and Pedagogy (TACIT course) ·	L530/L539 Language Foundations for ESL Teachers
Foundation: Culture (ICP course)	L524 Issues in Bilingual/Multicultural Education
Methods (ICP course)	L530/L540 ESL/EFL Instruction and Assessment Approaches
Methods (ICP course)	L520 Advanced approaches to ESL/EFL instruction
Literacy (TACIT course)	L535 Teaching Reading to Adolescents OR L559 Trade Books for teaching reading to Elementary Students OR Education L545: Advanced Study in the Teaching of Reading in the Elementary School OR L549 Advanced Study of Teaching Language Arts (Writing) in Elementary Schools OR L530/L541 Writing for ESL/EFL Teachers
Literacy and Linguistics (TACIT course)	L502 Socio/Psycholinguistics Applications to Reading Instruction
Practicum (TACIT course)	L525 ESL Practicum (I hour) (15-week ESL practicum supervised by TACIT staff; development of teaching portfolio) (See Appendix 3)
Enhancement experience (ICP course)	2-day workshops on Immigrant Parental Involvement and Legal Issues in ELL education
(Enhancement experience) (TACIT course)	2-day workshops on Integrated Curriculum; Parental Involvement & Multi-Literacies
Follow-up experience (TACIT)	One Day Online Best Practice Conference

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Appendix 2

**Core Campus Proposed ENL
Certification for Graduates (Sept. 2003)**

Foundations	T532 Second Language Acquisition OR T510 Applied Grammar
Foundations	L524 Issues in Bilingual/Multicultural Education
Methods	L520 Advanced approaches to ESL/EFL instruction OR L530/L540 ESL/EFL Instruction and Assessment approaches
Methods	L502 Socio/Psycholinguistics in Content Area Reading (ESL emphasis)
Reading/Practicum	Reading Instruction for TESL Teachers (proposed course for 4 credit hours)
Writing/Practicum	L530/L541 Writing for ESL/EFL Teachers
Portfolio	1 credit hour
Student Teaching	L525 Practicum (for applicants without experience)

Appendix 3

Practicum:

Participants in the program will go through an intensive 16-week practicum (one semester, equivalent of six credit hours) that is significantly expanded from the normal 6-week practicum offered to IUB Language Education students. The practicum provides for several focused engagements to take place: (a) supervisory visits by TACIT staff and ESL and subject-area faculty members from the School of Education; (b) meetings with ESL coordinators in their school corporations to discuss issues in classroom instruction of LEP students; (c) several observations by ESL and subject-area teachers of one another's classroom for one hour each; and (d) development and delivery of one in-service training program on sheltered instruction for colleagues and ELL parents in their school corporations. In addition, all TACIT participants will complete a capstone project portfolio containing the following items:

- Three short papers that reflect upon issues, positions, support, and outcomes encountered in their instruction.

- Ten standards-based lesson plans that incorporate second language teaching pedagogy in subject-area instruction (subject-area teachers) and the incorporation of subject-area skills in ESL classes (ESL teachers).

- One in-service template with accompanying resources that focuses on developing an integrated curriculum that demonstrates sheltering and modification of instruction and instructional materials for ELLs in content area subjects.

- A short inventory study of coping strategies (Leki, 1995; Sheory & Mokhtari, 2001)of ELLs in participants' classrooms, laboratory etc. (OR demonstrate knowledge and effective use of ISTAR, a

web-based, standards-referenced alternative assessment system designed and provided by the Indiana

Department of Education).

Appendix 4

Master's Degree Program
in
Language Education

PLAN A -- 36 Hours

Major: **15 hours**

--L500 Issues in Language Education   3 hours

Track I —   **English Education**   12 hours
Track II --   **Second/Foreign Language Education** 12 hours
Track III--   **Reading Education**   12 hours
Track IV --   Combination
                                                     12 hours

Foundations: **6 hours**

--Inquiry Course   3 hours
--Substantive Core Course   3 hours

(Foundation courses to be selected from the list of courses
currently approved for specialist and doctoral degree programs)

Electives: **15 hours**

--9 hours   may be selected from department courses or elsewhere from within the
             School of Education or the university generally.

--6 hours   must selected from outside the department and must be approved by the
             candidate's advisor prior to enrolling in these courses. These courses may
             support the major area of study but must clearly demonstrate that they add
             to the breadth of the candidate's background.

An approved plan for the masters' program must be filed in the department by the *end of the first session enrolled.* If this is not observed by the end of the first two semesters you will not be allowed to register for classes.

MAJOR FIELD COMPONENT   MINIMUM 15 HOURS

Plan A

Course No.	Course Title	Semester and Year	Semester Hours	Grade
L500	**Instructional Issues in Language Education**		3	
L530/L540	ESL/EFL Instruction and Assessment Approaches		3	
L520	Advanced Approaches to ESL/EFL Instruction		3	
L530/L539	Language Foundation for ESL/EFL Teachers		1-3	
L530/L541	Writing Instruction for TESL Teachers		3	
L524	Issues in Bilingual/Multilingual Education		3	
L525	Practicum in Language Education		1-3	

FOUNDATIONS   MINIMUM 6 HOURS

Course No.	Course Title	Semester and Year	Semester Hours	Grade

(a) Inquiry (3 hours)

(b) Substantive Core (3 hours)

ELECTIVES
12-18 Hours

Course No.	Course Title	Semester and Year	Semester Hours	Grade

(a) Either Inside or Outside of Department   (3-9 Hours)

L535	Teaching reading to Adolescents	3		
L559	Tradebooks for Teaching Reading to Elementary Students	3		
L545	Advanced Study in the Teaching of Reading in the Elementary School	3		
L549	Advanced Study of Teaching Language Arts (Writing) to Elementary Students	3		

(b) Electives Outside of Department   (6 Hours required)

These courses must clearly demonstrate that they add to the breadth of the candidates background.)

Courses taken over seven years prior to completion of requirements for the degree must be revalidated (See Education Bulletin).