UNDERGRADUATE ADDED ENDORSEMENT PROGRAM:
English as a Second Language (PreK-12)

Introduction

Peabody College of Vanderbilt University offers courses that can be used toward an ESL endorsement and a minor entitled *Teaching Linguistically Diverse Students* to supplement any currently licensed teacher education program. The program is designed to meet Tennessee and national Teachers of Speakers of Other Languages (TESOL) standards for the English as a Second Language PreK-12 added endorsement, providing students research-driven theories of language acquisition and development, the historical and political foundations of bilingual education, the role of culture in language development and academic achievement, innovative and proven instructional methods, necessary tools for assessing English language learners (ELLs) language abilities and academic achievement, and parent and family collaboration.

Vanderbilt undergraduate students who take the ELL courses learn how to differentiate instruction for children enrolled in grades PreK to 12 who are learning English as a second language. The program introduces pre-service students to foundational and practical information to effectively serve these populations. The ELL program is especially appropriate given the growing ELL population in Tennessee schools. One important goal of the program is to help pre-service teachers develop understanding and empathy in addition to effective teaching practices for students who must become proficient in English while simultaneously learning academic content in Tennessee schools.

Vanderbilt is committed to expanding and refining the ELL program. A new associate professor in the practice of teaching ELL has joined the ELL faculty headed by a nationally acclaimed full professor in the field of ELL literacy. The ELL program is currently being expanded and refined to more appropriately sequence instruction, to more fully align coursework with TESOL national standards. While the total number of students who have earned an ELL endorsement in our program to date is low (currently totaling 9), continuous efforts are being made to recruit students and address the national shortage of ESL endorsed teachers. For example, an ELL study abroad program where students can take one of the required ELL courses in Mexico while studying Spanish and volunteering in bilingual schools has recently been approved.

Presently, undergraduate pre-service teachers have two options to obtain an ESL endorsement. They may complete 15 hours of ELL coursework (described below) in connection with their teacher licensure program, or they can complete a *Teaching Linguistically Diverse Students* minor. The minor includes 15 hours of ELL coursework designed to meet state standards for the ESL PreK-12 added endorsement and an additional 3 hours of elective credit selected by the student and the faculty adviser. Either option requires successful completion of 15 credit hours of ELL coursework and field work to meet licensure standards. The ELL coursework are organized into the following components:
Foundations for Teaching Linguistically Diverse Students

EDUC 2530  Foundations for Teaching English Learners (3 Semester Hours). This course examines the features of language including the structure, sound system and development of a child’s first and second language. Theories of second language acquisition, including the cultural, psycholinguistic, and sociolinguistic variables which affect acquisition of a second language are examined. In addition, the history, political and legal issues, national policies, and theories for teaching English language learners are emphasized.

Curriculum Development for Linguistically Diverse Students

EDUC 2540  Methods and Materials for Teaching English Language Learners (3 Semester Hours). This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (preK-12) in a variety of language and program settings. The course emphasizes second-language methods, approaches, and strategies to facilitate ELL students learning of reading, writing, speaking and listening in English and other content areas such as mathematics, science, and social studies. Frameworks for evaluating curriculum materials and their instructional recommendations for ELL students are provided.

Cross-Cultural Studies

EDUC 2550: Multicultural Education in Today’s Classrooms (3 semester hours). This course examines the ways in which language and culture interact and form students’ cultural identities, and how those identities are tied closely to students’ academic achievement. Students learn to recognize, respect, and accommodate language and cultural factors in the classroom. Language variation in the classroom, including dialect and gender-based differences, discourse varieties, are examined. Students design culturally appropriate learning environments and instruction providing a range of instructional approaches in response to children’s different needs as they pertain to the effective and progressive development of English. Communication with families and communities from diverse backgrounds is included.

Assessment of Limited English Proficient Students

EDUC 2560: Assessment of English Language Learners (3 semester hours). The theoretical and practical aspects of assessing English language learners are addressed including examination of instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and includes the planning, writing, and administration of tests, basic descriptive statistics, and test analysis. Classroom assessments practices across content areas will be developed within this course. Provisions of state and federal requirements, and the use of varied data sources to distinguish between ELLs who are developing normally and those with a disabling condition are discussed.

Classroom-based Practicum
EDUC 2570: Practicum for Bilingual/English as a Second Language Education [3 semester hours]. Students participate in a field-based practicum for at least 90 clock hours working with students who are English language learners, including both the PreK-6 and 7-12 grade levels. Their experience will include use of either students’ native languages and/or ESL instructional components. Identification of factors that facilitate and impede ELL student learning within specific contexts is a required outcome of the practicum. Peabody supervisors will observe and assess the practicum student’s work in K-12 school settings on a weekly basis. Students involved in the practicum will meet with a university faculty member on a bi-weekly (every two weeks) basis to assess their progress in the field.

Coursework and practicum experiences address the needs of ELL students in all grades (PreK-12). Program requirements include documentation of the student’s experience in second-language acquisition such as an official transcript reflecting credit for at least six semester hours of undergraduate or graduate coursework in a second language, achievement tests (i.e. PRAXIS II, TOEFL), verification of Peace Corps language training, etc. Students who are admitted to the program without such documentation must complete appropriate training in order to complete the minor.