

Applicant Name: _____

Admission Content Preparation Review Worksheet - ESOL Teacher Preparation Program

The New York State Education Department (NYSED) and the Teachers of English to Speakers of Other Languages (TESOL) organization have each articulated minimum requirements for the subject matter preparation of prospective ESOL teachers. While some of these requirements will be addressed in courses required for our graduate teacher preparation programs, we also expect that some of them will have been achieved as part of your undergraduate work. Therefore, at admissions we need to perform a transcript review to determine whether you have already met all the subject matter requirements or, if that is not the case, what coursework and/or other experiences you would need to complete before graduation in order to meet these requirements.

While our faculty is ultimately responsible for this transcript review, we would like to give you first the opportunity to document that you have met most, or possibly all, of the subject matter requirements. Sometimes course titles and numbers alone (as they appear in official transcripts) may be deceiving. Having taken those courses, you are in the best position to know which courses should or should not “count” as coursework in your target language, as well as what specific content they covered.

Therefore, we are asking you to **complete Part A and Part B of this worksheet to the best of your ability and bring it with you to your admission interview**. Do not worry if you have questions about what specific topics really mean and/or where certain courses should be listed – you will have the opportunity to ask these questions at the interview and then modify/add to the worksheet as you wish. If needed, at the interview you will also be able to further explain how you completed the worksheet and/or to support your decisions with relevant documentation (e.g., course descriptions and syllabi of relevant courses, specific projects or assignments within a course, etc.).

This form includes three parts:

- Part A articulates the relevant New York State certification requirements in terms of subject matter coursework, and asks you to list information about all the courses you have taken in the subject matter(s) you are going to teach. This section of the worksheet will help the reviewer evaluate the extent to which you have already met these certification requirements.

- Part B articulates what your professional organization believes ESOL teachers should know about the subject matter they teach – that is, the teaching of English to speakers of other languages. While we do not require or expect that you come to the program with a background in these areas (as many of the courses in the program are design to address these very contents), we would like to know if you do, so that we can recognize it as part of your admission process.
- Part C will be completed by the interviewer after your admission interview. Here the interviewer will record his/her final recommendations about what additional subject matter coursework and/or other experiences – if any – you will need to complete, if admitted, before you can be recommended for teaching certification.

(A) New York State Requirements

New York State requires teacher candidates seeking certification in Teaching English to Speakers of Other Languages to have completed at least 12 credits of coursework in a language other than English. Furthermore, the Warner School expects this coursework to have been completed with a GPA of 2.5 or above.

To help us evaluate the extent to which you have already met these requirements, please list in the table below all the college-level foreign language courses (or equivalent) that you have already completed, or will have completed by the time you start the teacher preparation program, along with all the other information requested.

Undergraduate degree & major: _____

Institution: _____

Overall GPA: _____

(B) Professional Organization Recommendations

The Teachers of English to Speakers of Other Languages (TESOL) organization has identified a number of content standards that ESOL teachers should be proficient in by graduation. These content standards have been identified in the first column of the table below.

For each of these content standards, please indicate in the second column of the table if you already took any courses that addressed that standards; if there are experiences other than coursework that contributed to your learning about this content, please indicate them as well in this column as well (e.g., using this content knowledge in other courses; teaching this content; independent reading/research; relevant high school courses; travel; work experience, etc.).

Please note that content knowledge in each of the areas identified below is a graduation, not an admission, requirement, so background in any of these areas is not an admission requirement or expectation. Indeed, all of those areas will be covered in one or more of the required courses in your program. Therefore, do not worry if at this stage you leave some or even all of the areas in the table blank, and have a lot of 1's and 2's!

Finally, in the third column we ask you to provide a self-evaluation of how confident you feel about your preparation in each of the areas identified as important by TESOL, using the following scale:

- 1:** Little to no knowledge of this content.
- 2:** Content is relatively familiar.
- 3:** Sufficiently confident about this content.
- 4:** Very well versed in this content.

TESOL content standards	Relevant coursework or other experiences:	Self-rating	Interviewer's Comments & Rating
1.a Candidates demonstrate understanding of language as a system.	<i>(Addressed in ED 409-Language & Literacy in Education and ED 480-Second Language Acquisition and Bilingualism)</i>		
1.b Candidates understand concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of the classroom setting settings.	<i>(Addressed in ED 480-Second Language Acquisition and Bilingualism and EDU435-Theory & Practice in Teaching & Learning Foreign Languages and ESOL)</i>		
2.a Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.	<i>(Addressed in EDU435-Theory & Practice in Teaching & Learning Foreign Languages and ESOL and in EDU498-Literacy Learning as Social Practice)</i>		
2.b Candidates know and understand how cultural groups and students' cultural identities affect language learning and school achievement.	<i>(Addressed in EDU435-Theory & Practice in Teaching & Learning Foreign Languages and ESOL, and in EDU409-Language and Literacy in Education)</i>		

Self-rating scale: **1:** Little to no knowledge of this content. **2:** Content is relatively familiar. **3:** Sufficiently confident about this content. **4:** Very well versed in this content.

(C) Summary Evaluation -- TO BE COMPLETED LATER BY THE INTERVIEWER

Based on the information and documentation you have provided, as well as the discussion that took place during the admission interview, the interviewer will determine which of the following categories apply to your situation:

___ The applicant’s previous coursework and experiences meet and/or exceed all NYS and professional organization requirements. No additional experience is required.

___ The applicant’s previous coursework and experiences, combined with the experiences that will take place as part of our teacher preparation program, will be sufficient to meet all NYS and professional organization minimum requirements by graduation. No additional coursework in the subject matter is required, although the candidate is recommended to do some independent work to strengthen his/her understanding of the following content areas:

___ The applicant’s previous coursework and experience, combined with the experiences that will take place as part of our teacher preparation program, are not yet sufficient to meet all NYS and professional organization minimum requirements. The following additional coursework and experiences will need to be completed to meet these requirements:
