

What kind of ESOL teacher do we prepare?

At the Warner School, we do not just prepare teachers to survive in today's schools; our graduates are reflective practitioners who are committed to social justice, equity and school reform. To this end, we strive to prepare ESOL teachers who:

- Understand that learning English for speakers of other languages includes communicative competence, cultural expertise and mastery of the structural complexities of the English language.
- Are familiar with best practices and curricula for teaching ESOL.
- Can make English relevant to speakers of other languages.
- Are committed to enable *all* students to learn English.

Based on research about how people learn and what is most effective in preparing teachers, we have designed our programs to:

- Deepen your understanding of the English language, linguistics and language acquisition while learning about innovative and effective methods to teach ESOL.
- Help you develop a teaching approach that is grounded in knowledge of the research, theory, issues and trends in ESOL education.
- Encourage you to integrate theory and practice, as well as content and pedagogy.
- Raise your awareness about students' differences and individual needs, and develop strategies to address them equitably in your teaching.
- Learn how to construct classroom environments that promote social justice and equity.
- Develop the habits of a reflective practitioner, so that professional growth and improvement continues after completion of the program.

What are the pre-requisites for entering Warner programs leading to an additional teaching certification in ESOL?

If you already have New York State (NYS) Teaching Certification in some area of specialization, you should have already completed a Bachelor's degree with a major or concentration in one or more of the liberal arts and sciences – one of the “core content” pre-requisites for obtaining NYS Teaching Certification as a specialist in Latin.

In addition, NYSED requires specialists in ESOL to have completed a minimum of 12 credit hours of coursework (at either the undergraduate or graduate level) in a language other than English, or to be able to demonstrate otherwise proficiency in a language other than English. Specialists in ESOL are also expected to have the necessary content knowledge for assisting students in meeting the New York State Learning Standards at all levels in English language arts; mathematics, science and technology; and social studies. We expect students entering our programs to have already fulfilled these requirements. If these pre-requisites are not fully met by your previous coursework and experiences, you may still be allowed to enter our programs at the discretion of your advisor; you will, however, have to take the needed coursework and/or otherwise demonstrate that you have acquired the necessary knowledge before the end of the program in order to be recommended for certification to the New York State Education Department. Some of the coursework taken at the graduate level can be used as electives in your Warner program, provided that they are taken at the graduate level and have been approved by your advisor as part of your program of study.

Some statistics about job opportunities in teaching

Teachers held about 3.4 million jobs in 1998. Of those, about 1.9 million were kindergarten and elementary school teachers, 1.4 million were secondary teachers, and about half a million were special education teachers. Employment is distributed geographically, much the same as the population.

Overall employment of teachers is expected to increase about as fast as the national average through the year 2008. The expected retirement of a large number of teachers should open up many additional jobs.

The job market for teachers varies widely by geographic area. Many inner cities that struggle with higher than average crime and poverty rates and rural areas in remote locations have difficulty attracting teachers, so job prospects will continue to be better in these areas than in suburban districts. Also, teachers who are geographically mobile and who obtain licensure in more than one subject should have an advantage in finding employment.

Median annual earnings of all teachers ranged from \$33,590 to \$37,890 in 1998. The lowest 10 percent ranged from \$19,710 to \$24,390; the top 10 percent from \$53,720 to \$70,030.

What are your options for obtaining an additional certification in ESOL at Warner?

If you need to obtain NYS Professional Teaching Certification in your original area, you can enroll in a M.S. program leading to Initial certification for Teaching English to Students of Other Languages (ESOL) in grades K-12. This Masters program will also meet all the academic requirements set by New York State to obtain Professional certification in ESOL as well as in your original area. This program includes 30 credits of coursework, plus a 2-credit-hour field experience and a 3-credit-hour student teaching experience.

If you already have NYS Professional Teaching Certification in your original area, you also have the option to choose one of our non-degree programs that will enable you to obtain initial and professional certification in ESOL with the minimum possible number of courses. The number of credits required, in this case, will depend on how many of the required courses and internships you have already taken as part of your previous programs.

Both options can be completed part-time while holding a full-time teaching job, provided that appropriate arrangements are made to fulfill the required field experiences and student teaching.

What do our programs for additional certification in ESOL look like?

M.S. program (ST1) (35 credits):

1. ***Masters' Core:***
 - Masters' Research Methods
 - Race, Class, Gender & Disability in American Education
2. ***Specialization: 6 courses about human development and the learning and teaching of ESOL:***
 - Theories of Human Development OR Adolescent Development and Youth Culture (*for elementary teachers*) OR Child Development and Learning in Context (5-12 years) (*for secondary teachers*)
 - Language, Literacy & Cognitive Development
 - Language & Literacy in Education
 - Theory & Practice in Teaching & Learning Foreign Languages & ESOL
 - Implementing Innovation in Foreign Languages & ESOL Education
 - Second Language Acquisition & Bilingualism
3. ***Electives: 2 courses to be chosen in consultation with your advisor.***
4. ***Internships: Apprenticeship experiences in school settings at the chosen grade level, occurring concurrent with the Theory & Practice course:***
 - Field Experiences (>50 hours, part-time in Fall) (2 credits)
 - Student Teaching (at least 20 days) (3 credits)
5. ***Master's Essay.***

Non-degree program (NT1) (8-20 credits): Only the specialization courses that you have NOT already taken as part of your previous teacher preparation program(s) and the internships.

Choice of electives includes, but is not limited to, the following courses:

- School, Family and Community Partnerships (*Fall*)
- Teaching and Learning in Inclusive Classrooms (*Fall*)
- Collaborative Teaching Partnerships in Inclusive Classrooms (*Summer*)
- Instructional Strategies for Inclusive Classrooms (*Spring*)
- Language and Literacy in Education (*Fall*)
- History of American Education
- Philosophy of Education
- Linguistic courses offered in The College

Detail programs of study for each option follow.

What courses can you transfer into your Warner program?

If you choose to enroll in a M.S. program, you can transfer up to 10 credits of graduate coursework into your program – provided that these courses are relevant to your program (i.e., can substitute for some required or elective course on your program of study), you took them within the last 5 years and at the graduate level, and they are approved by the Dean’s Office. Otherwise, required courses that you have already taken in previous programs can be substituted with electives.

If you choose one of our non-degree programs, you can transfer in any of the required courses you have previously taken (either at the undergraduate or graduate level), upon approval by the Dean’s office.

What else would you need in order to obtain NYS certification?

You need to be a NYS permanent resident to obtain any certification from NYS.

Additional requirements for Initial Teaching Certification in ESOL

In addition to the coursework and experiences that you will undertake in your program (as described in the previous pages), you will also need to meet the following requirements established by NYSED for all those seeking an Initial Teaching Certification in ESOL:

- Attendance to the NYS-approved workshops on Child Abuse and School Violence Prevention & Intervention (*if you did not comply with this requirement as part of your first certification program*)
- Passing each of the following NYS Teacher Examinations:
 - LAST (Liberal Arts and Science Test) (*if not done yet*)
 - ATS-W (Assessment of Teaching Skills—written) (*if not done yet*)
 - CST (Content Specialty Test) (*expected to be in place starting Fall 2003*)
 - ELPA-C (English Language Proficiency Assessment for Classroom Personnel)
- Fingerprint-supported background check (*if one is not already on file with NYSED*)

Additional requirements for Professional Teaching Certification in ESOL and your original area of specialization

Once you have completed one of the M.S. programs described in this booklet, you will also have satisfied all the *academic* requirements established by NYSED for obtaining Professional Teaching Certification *both* in ESOL and your original area of certification. In addition, however, you will also need to satisfy the following requirements:

- Passing each of the following NYS Teacher Examinations:
 - ATS-P Video (Assessment of Teaching Skills—Performance)
 - CST (Content Specialty Test) in both ESOL and your original area of specialization (*expected to be in place starting Fall 2003*)
- Having completed a minimum of 3 years of teaching experience, with the first one conducted in a mentored situation.

Information about our admission process and criteria

As part of your application, you are asked to submit a portfolio containing the following information:

- Original transcripts from all the higher education institutions attended.
- Writing sample (scholarly paper).
- Personal statement about their career goals, interests, and objectives in entering the program.
- At least 2 letters of recommendation.
- TOEFL scores for international applicants who are not native English speakers.

In addition, you have to schedule an individual interview with a Warner School faculty member affiliated with the teacher preparation program you have applied to. The faculty member completes an interview report that is then added to your application file.

All of these materials are reviewed by the entire faculty in the Teaching and Curriculum department, and then by the Admission and Financial Aid Committee of the Warner School, taking into consideration the following admission criteria:

1. Applicants must have received a Bachelor's degree from an accredited institution or equivalent by the time they enter the program.
2. Applicants must have the ability to do graduate work at the University of Rochester, as demonstrated by their past academic performance and their academic writing skills.
3. Applicants must have sufficient knowledge of the subject matters they intend to teach, appropriate to the specialization and grade level of the certification(s) sought.
4. Applicants must demonstrate sufficient communication and interpersonal skills to serve students well in an instructional setting.
5. Applicants' career goals, teaching interests, academic background, attitudes and teaching philosophy must be consistent with the programs offered by the Warner School and its stated mission.

When admitted into the program, you will be assigned an academic advisor, who will support and monitor your progress throughout the program. You will also be expected to attend an orientation meeting intended to help you finalize your program of study.