

New Certificate Program Proposal English for Speakers of Other Languages

Status: Pending Review - Faculty Senate Exec Committee

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1. Review - College Approver - Education

Approved by [Randy Bell](#) Assoc Dean-Academic Affairs / College of Education, *April 25, 2019 9:15am*

2. Review - Curriculum Coordinator

Approved by [Janice Nave-Abele](#) Curriculum Coordinator / University Accreditation, *April 25, 2019 10:55am*

3. Review - Graduate School

Approved by [Stephanie Bernell](#) Associate Dean / Graduate School Admin, *April 30, 2019 2:04pm*

Comments

Stephanie Bernell (Graduate School) April 30, 2019 2:04pm

This certificate program seems to be needed in light of our changing demographics.

4. Review - Budgets and Fiscal Planning Committee

Approved by [Andrew Ibarra](#) Dir-Physical Activity Program / Sch of Bio/Pop Hlth Sci, *May 9, 2019 2:30pm*

5. Review - Graduate Council Chair

Approved by [John Becker-Blease](#) Associate Dean / College of Business Dept, *June 5, 2019 4:00pm*

Comments

John Becker-Blease (Graduate Council Chair) June 5, 2019 4:00pm

No concerns.

6. Review - Curriculum Council Chair

Approved by [Allen Thompson](#) Associate Professor / Philosophy Department, *June 7, 2019 4:17pm*

7. Review - Faculty Senate Exec Committee

Pending Review

More Queued Reviews (4)

Faculty Senate; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

Proposal

Proposal ID:106509

Type:New Certificate Program

Submission Date:April 24, 2019 2:43pm

Comments:None

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Susan Helback	Coordinator-Academic Program 2	College of Education

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
Alfonso Bradoch	Dir-Dept & Studen Svcs	Extended Campus
Shannon Riggs	Director	Extended Campus
Karen Thompson	Assistant Professor	College of Education
Erica Curry	Academic Programs Manager	Extended Campus
Tiffany Palaniuk	Coordinator-Academic Program	College of Education

Proposal Details

College:College of Education

Department/School:No Department

New Certificate Name:English for Speakers of Other Languages

Supporting Documents

DOCUMENTS
* Signed Transmittal Sheet 
ESOL Transmittal Form.pdf (533.68 Kb added Apr 15, 2019 1:09 pm)
* Executive Summary 
ESOL Grad Certif_Exec Sum.pdf (118.98 Kb added Apr 10, 2019 1:29 pm)
* Proposal 
ESOL Proposal_final.pdf (2.56 MB added Apr 10, 2019 2:38 pm)
* Letters of Support 
Beaverton School District_ESOL Beaverton ESOL.pdf (312.50 Kb added Mar 18, 2019 2:47 pm)
Corvallis School District_ESOL Corvallis ESOL.pdf (101.09 Kb added Mar 18, 2019 2:47 pm)
Ecampus letter/MOU Graduate Certificate in English for Speakers of Other Languages MOU FINAL.pdf (680.31 Kb added Apr 01, 2019 12:20 pm)
University of Oregon COE Ltr_UO ESOL_DL.pdf (53.79 Kb added Apr 24, 2019 2:43 pm)
* Accessibility Form 
accessibility_form_ESOL.pdf (287.17 Kb added Apr 12, 2019 2:09 pm)
* Library Evaluation 
ESOL Library Evaluation.pdf (255.42 Kb added Mar 20, 2019 7:32 am)
* Faculty CVs 
ESOL Faculty Credentials Graduate Certificate ESOL.pdf (74.57 Kb added Apr 02, 2019 12:07 pm)
Other Attachments 

[Space Evaluation for Cat 1 Proposal -Graduate Certificate in English for Speakers of Other Languages.pdf](#) (139.04 Kb added Mar 06, 2019 3:41 pm)

Space Evaluation

[ESOL Grad Cert Assessment Plan_sp19.pdf](#) (148.43 Kb added Apr 08, 2019 10:40 am)

LIAISONS

* **Liaisons**

Alfonso Bradoch

Request: [Email from Ecampus Liaisons.docx](#) (14.10 Kb added Apr 08, 2019 10:37 am)

Response: *None*

Erica Curry

Request: [Email from Ecampus Liaisons.docx](#) (14.10 Kb added Apr 08, 2019 10:37 am)

Response: *None*

Shannon Riggs

Request: [Email from Ecampus Liaisons.docx](#) (14.10 Kb added Apr 08, 2019 10:37 am)

Response: *None*

BUDGET INFORMATION

* **Budget Year 1**

[Budget KED- ESOL Grad Certificate Proposal.xlsx](#) (26.43 Kb added Mar 06, 2019 3:41 pm)

* **Budget Year 2**

[ESOL-OSU BUDGET NARRATIVE.docx](#) (13.54 Kb added Mar 06, 2019 3:41 pm)

* **Budget Year 3**

[Budget KED- ESOL Grad Certificate Proposal.xlsx](#) (26.43 Kb added Mar 06, 2019 3:41 pm)

* **Budget Year 4**

[Budget KED- ESOL Grad Certificate Proposal.xlsx](#) (26.43 Kb added Mar 06, 2019 3:41 pm)



Proposal Transmittal Sheet

Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

Final Approval--for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval-- for new certificate programs: OSU Provost

Check one:

☐

New Degree Program

☒

New Certificate Program

☐

Extend Program to OSU Branch Campus

☐

Substantive Change

Abbreviated Category I Proposals: Other Proposals

Final Approval--for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval-- for terminations: OSU Board of Trustees

Check one:

☒

Establish: new college, school, department or program

☐

Rename: change the name of an existing academic program or academic unit

☐

Reorganization: move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits

☐

Suspension (or Reactivation): suspend an academic program (maximum period: three years)

☐

Termination: terminate an academic program or academic unit

Title of Proposal:

English for Speakers of Other Languages
Graduate Certificate

Proposed Effective Term:

Fall 2019

School/Department/Program:

ESOL / Dual Language

College:

College of Education

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

DocuSigned by:

Karen Thompson

4/15/2019 | 08:55:43 | Karen Thompson

Sign (Department/School Chair/Head; Director) **Date**

Print (Chair/Head; Director)

DocuSigned by:

Joni Doolen

4/15/2019 | 09:33:02 | Joni Doolen

Sign (College Dean)

Date

Print (College Dean)

English for Speakers of Other Languages Graduate Certificate Executive Summary

This proposal would establish a Graduate Certificate in English for Speakers of Other Languages (ESOL). The Oregon Teacher Standards and Practices Commission (TSPC), which oversees teacher licensure for the state, granted approval to OSU to offer an ESOL endorsement in 2004-05. In the past five years alone, 205 OSU students have earned an ESOL endorsement. For teachers across the state who already hold an Oregon teaching license, we have offered the 18-credit ESOL endorsement course sequence via Ecampus. Once students complete the endorsement, the College of Education works with TSPC to enable students to add this endorsement to their teaching license. This proposal would enable the ESOL endorsement, which is already recognized by TSPC, to also be recognized as a Graduate Certificate at OSU. The courses required for the ESOL endorsement are already being offered. Therefore, no additional resources, including no additional faculty, space, or materials, are required.

The ESOL endorsement focuses on enabling Oregon's kindergarten through 12th grade (K-12) teachers to effectively educate students who are learning English as an additional language. OSU's ESOL endorsement follows a standards-based curriculum, addressing the six domains specified in Oregon Administrative Rule 584-420-0360: 1) Language; 2) Culture; 3) Planning, Implementing, and Managing Instruction; 4) Assessment; 5) Professionalism; and 6) Technology. In addition to being recognized by state teacher licensing agencies, including Oregon, ESOL is an academic discipline drawing from linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration.

Oregon has experienced dramatic growth in its English learner (EL) population over the past two decades. Currently, one in five Oregon K-12 students speak a language other than English at home. Research suggests that teachers who have specific preparation for meeting the needs of ELs are more effective at educating ELs. Increasing the number of teachers with the knowledge and skills to effectively educate ELs is a priority within Oregon's English Learner Strategic Plan (Oregon Department of Education, 2013).

Therefore, the target audience for the ESOL Graduate Certificate is Oregon K-12 classroom teachers across all grades and content areas. The ESOL Graduate Certificate would continue with the current online delivery of the ESOL endorsement via Ecampus, which allows time-bound and place-bound teachers across the state access to graduate-level education while remaining in their current jobs and communities, furthering OSU's land grant mission.

ESOL Graduate Certificate Program of Study

Course	Credits
ED 522 Racial and Cultural Harmony in the K-12 Classroom	3
ED 572 Foundations of ESOL Education	3
ED 573 Instructional Approaches for ESOL Education	3
ED 576 Partnerships and Ideologies in ESOL Education	3
ED 579 Linguistics for Teachers	3
ED 510 Internship	3
Total Credits	18



Proposal for a New Academic Program

Institution: Oregon State University

College/School: College of Education

Department/Program Name: English for Speakers of Other Languages/Dual Language

Degree and Program Title: English for Speakers of Other Languages (ESOL) Graduate Certificate

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

Detail for CIP Code 13.0201

Bilingual and Multilingual Education

Definition: A program that focuses on the design and provision of teaching and other educational services to bilingual/bicultural children or adults, and/or the design and implementation of educational programs having the goal of producing bilingual/bicultural individuals. Includes preparation to serve as teacher and administrators in bilingual/bicultural education programs.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

This proposal would establish a Graduate Certificate in ESOL (English for Speakers of Other Languages). The Oregon Teacher Standards and Practices Commission (TSPC), which oversees teacher licensure for the state, granted approval to OSU's College of Education to offer an ESOL endorsement in 2004-05. (See Appendix A for documentation of TSPC's most recent approval of the program in 2015.) In the past five years alone, 205 College of Education students have earned an ESOL endorsement. For teachers across the state who already hold an Oregon teaching license, we have offered the 18-credit ESOL endorsement course sequence via Ecampus. Once students complete the endorsement, the College of Education works with TSPC to enable students to add this endorsement to their teaching license. This proposal would enable the ESOL endorsement, which is already recognized by TSPC, to also be recognized as a Graduate Certificate at OSU. The courses required for the ESOL endorsement are already being offered. Therefore, no additional resources, including no additional faculty, space, or materials, are required.

The ESOL endorsement focuses on enabling Oregon's kindergarten through 12th grade (K-12) teachers to effectively educate students who are learning English as an additional language. OSU's ESOL endorsement follows a standards-based curriculum, addressing the six domains specified in Oregon Administrative Rule 584-420-0360: 1) Language; 2) Culture; 3) Planning, Implementing, and Managing Instruction; 4) Assessment; 5) Professionalism; and 6) Technology. In addition to being recognized by state teacher licensing agencies, including Oregon's, ESOL is an academic discipline

drawing from linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration.

Proposal Summary Table

- CIP (Classification of Instructional Program)#: 13.0201
- CPS#: 106509
- College Code: 312900 - KED
- Degree Types: NA
- Program Level: Graduate
- Academic Home: College of Education
- Contact: Tiffany Palaniuk
- Options: NA
- Areas of Concentration: Linguistics, language pedagogy, second language acquisition, multicultural education, education policy, and program administration
- Minors: NA
- Program Total Credit Hours: 18 credits
- Pre-Professional/Professional Model: **NA**
- Thesis or Non-Thesis: Non-Thesis
- Location: Ecampus
- Course Designator: ED - Education
- Delivery Mode: Online
- Enrollment Limitations: NA
- Accreditation: Oregon Teacher Standards and Practices Commission
- Proposed Effective Date: Fall 2019
- Program Unique to Public Higher Education Institutions in Oregon: Yes
- Embedded Proposals: NA

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Table 1. ESOL Graduate Certificate Program of Study

Course	Credits
ED 522 Racial and Cultural Harmony in the K-12 Classroom	3
ED 572 Foundations of ESOL Education	3
ED 573 Instructional Approaches for ESOL Education	3
ED 576 Partnerships and Ideologies in ESOL Education	3
ED 579 Linguistics for Teachers	3
ED 510 Internship	3
Total Credits	18

Five courses in the ESOL Graduate Certificate/Endorsement are also part of a proposed Dual Language (DL) Education Certificate (and current TSPC-approved Dual Language specialization). These five courses are: ED 522, ED 572, ED 573, ED 576, and ED 510. The Dual Language Education Certificate/Specialization program also includes two other courses. Those two courses are ED 570 and ED 571, both of which are taught bilingually in Spanish and English.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

Coursework for the ESOL Graduate Certificate will continue to be delivered exclusively online via Ecampus. We anticipate maintaining the current course schedule, which is:

- ED 522 Racial and Cultural Harmony: Summer
- ED 572 Foundations of ESOL Education: Fall
- ED 579 Linguistics for Teachers: Winter
- ED 573 Instructional Approaches for ESOL Education: Spring
- ED 576 Partnerships and Ideologies in ESOL Education: Summer
- ED 510 Internship: All terms

All courses will continue to be delivered via Canvas. Faculty regularly participate in professional development opportunities to learn about effective online teaching, such as the Ecampus Faculty Forum. Students have access to a variety of technical support resources via Canvas and Ecampus.

e. Adequacy and quality of faculty delivering the program.

Since the ESOL Graduate Certificate simply formalizes our existing ESOL Endorsement recognized by TSPC, we already have adequate, high-quality faculty to deliver the program. Faculty teaching the courses have the education and expertise as well as terminal degrees appropriate to the disciplines of this program. Faculty include two Associate Professors, one Assistant Professor, two full-time instructors, two instructors who work full-time for the College of Education across several programs, including ESOL, and one additional individual who serves as academic coordinator for the ESOL and Dual Language programs and also serves as an instructor in the programs. Brief biographies of these faculty members follow.

Dr. Karen Thompson is an Associate Professor in the College of Education and also serves as Program Chair for the ESOL and Dual Language Programs. Dr. Thompson holds a Ph.D. in Educational Linguistics from Stanford University and a Master's in Education from the University of California Berkeley. Prior to entering academia, she worked for more than a decade in K-12 public schools, with a focus on educating multilingual students. Dr. Thompson focuses on developing innovative ways for teachers to develop the necessary knowledge and skills to meet the needs of multilingual students. She led OSU's first Massive Open Online Course, in partnership with the Oregon Department of Education and Stanford University, providing professional development for over 5,000 teachers. Dr. Thompson's work has been published in *Educational Researcher*, the *American Educational Research Journal*, and the *Journal of Policy Analysis and Management*, among other venues. She holds a California bilingual teaching credential.

Dr. Kathryn Ciechanowski is an Associate Professor in the College of Education. She holds a PhD in Educational Studies: Language, Literacy, and Culture from the University of Michigan. Prior to her doctoral program, she was a bilingual elementary teacher in California. Her research focus is on mentoring teacher candidates to work with emergent bilinguals within a framework focused on social justice and funds of knowledge. Her work has been published in the *Journal of Literacy Research*, *Bilingual Research Journal*, *Reading Teacher*, and *Reading Research Quarterly*.

Dr. Soria Colomer is an Assistant Professor in the College of Education, designing and teaching courses in the ESOL/DL program. She holds a Ph.D. in Language and Literacy Education from the University of Georgia, with a focus on TESOL and World Language Education. She was a National Board Certified Teacher in World Languages: Spanish. Committed to transforming the educational landscape for marginalized youth, her research explores the negotiation of language and identity in new immigrant communities. In particular, Dr. Colomer considers how language teachers' perceptions, ethnic identities, and linguistic skills impact their roles and practices in schools with growing emergent bilingual student populations. Her work can be found in the *Journal of Literacy Research*, *TESOL Quarterly*, *Bilingual Research Journal*, *Foreign Language Annals*, and *Qualitative Research*, among others. She is the child of Honduran immigrants.

Holly Boyd-Berman is a full-time instructor in the ESOL/DL program in the College of Education. She holds a Master's in Applied Linguistics from Georgia State University and has more than 10 years of experience in K-12 schools teaching English language development, English language arts, humanities, and social studies. She has worked as an ESOL specialist for an elementary dual language school and as an English language arts teacher within a middle school dual language program. She has presented at numerous professional conferences, such as TESOL and the Literacy Research Association.

Sharon Sánchez-Aragón is a full-time instructor in the ESOL/DL program in the College of Education. She holds an M.S. in Education with emphasis in ESOL, Bilingual Education, and Language Acquisition from Western Oregon University. She has extensive K-12 teaching experience, including teaching Spanish, math, and English language development for Philomath School District. Raised in a bilingual community in New Mexico, Ms. Sánchez-Aragón is deeply committed to increasing the number of bilingual teachers. She is also an active part of Casa Latinos Unidos de Benton County.

Cheridy Aduviri is a full-time instructor in the College of Education. She holds an M.A. in English with a Language emphasis from Andrews University, as well as TESOL certification. She has taught ESOL courses at OSU since 2009. She has particular expertise in instructional design, including the design of online courses. She has developed instructional technology-based innovations and provided professional development to faculty in effectively employing current and emerging instructional technologies. She also collaborates and networks with other departments at the

university about technology (such as Technology Across the Curriculum and Ecampus). In the summer, she works for the Oregon Migrant Leadership Institute. She is the parent of a high school dual language student and has traveled extensively with South American family members.

Nelly Patiño-Cabrera is a half-time instructor in the College of Education and half-time coordinator of the Teachers Educating All Multilingual Students (TEAMS) federal grant. A native of Ecuador, Ms. Patiño-Cabrera holds a Master's in Elementary Education from Portland State University, as well as ESOL and bilingual teaching endorsements. Prior to her position at OSU, she worked as an instructional assistant and teacher in several Oregon school districts, including as a dual language teacher. As TEAMS grant coordinator, Ms. Patiño-Cabrera oversees day-to-day operations of a federally-funded initiative, which supports 80 teachers from five Oregon districts in completing online ESOL endorsement and Dual Language specialization coursework.

Tiffany Palaniuk serves as Endorsement Lead for the College of Education's ESOL endorsement program and the Dual Language specialization program (80% FTE), as well as an instructor for ESOL/DL courses (20% FTE). Ms. Palaniuk holds a Master's of Arts in Teaching from Pacific University, a Master's in English Education and ESOL from Nova Southeastern University, and a TESOL certificate from the School of International Training. She has taught English language development and English language arts at the K-12 level and has also served as an instructor at INTO OSU. She lived and worked in Ecuador for four years, engaging in a variety of education initiatives. She is active within professional organizations and currently serves as Chair of Refugee Concerns for the Oregon chapter of the national TESOL organization.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

As noted above, we have adequate faculty resources to ensure the success of the ESOL Graduate Certificate. Instructional faculty include:

- Three tenure-track professors
- Two full-time instructors
- Three part-time instructors (who are employed as full-time instructors within the College of Education, carrying out other duties alongside their work teaching ESOL courses, such as teaching within other College programs)

In addition, we have a strong pool of adjunct instructors who have successfully taught a variety of ESOL/DL courses in the past, including our fully-online ESOL courses through Ecampus. We also will continue to employ adjuncts to serve as University supervisors to observe and provide feedback to students completing their ESOL/DL internship placement (ED 510) within a K-12 classroom.

g. Other staff.

In addition to instructional faculty, Tiffany Palaniuk will be instrumental to the success of the ESOL Graduate Certificate in her role as ESOL/DL Lead. In collaboration with other College of Education staff, Ms. Palaniuk will oversee certificate marketing, application review, scheduling, advising, and reporting.

Other College of Education staff involved in ESOL Graduate Certificate will include:

- Claire Meints, Coordinator of Communications and Marketing: Collaborating with ESOL/Dual Language Lead on marketing and outreach efforts
- Gosia Wojtas, Graduate Administrative Program Assistant: Collaborating with ESOL/DL Lead on application management and scheduling
- Sue Helback, College Coordinator: Collaborating with ESOL/DL Lead on hiring and scheduling

- Nell Winokur O'Malley, Director of Licensure: Collaborating with ESOL/DL Lead and ESOL/DL Chair on accreditation and state licensure matters
- Randy Bell, Associate Dean of Academic Programs: Collaborating with ESOL/DL Lead and ESOL/DL Chair on graduate program reviews
- Toni Doolen, Dean: Ultimate oversight of ESOL Graduate Certificate Program

h. Adequacy of facilities, library, and other resources.

Since the ESOL Graduate Certificate simply formalizes our existing ESOL Endorsement, we are highly confident in the adequacy of facilities, library materials, and other resources. All coursework will continue to be offered online and therefore requires no classroom space. All faculty involved in the program are already employed by OSU and already have sufficient office space within the College of Education. The OSU Library already has a range of materials relevant to the required ESOL courses, including several e-books that are required for program coursework. Therefore, all ESOL courses currently meet the criteria for low-cost or no-cost course materials. The OSU Library also provides access to a range of scholarly journals related to ESOL, including *TESOL Quarterly*, *TESOL Journal*, *Bilingual Research Journal*, and *Linguistics and Education*. Program faculty will continue to draw on resources from Ecampus to ensure excellence in online course design. For example, faculty will continue to work with Ecampus videographers to create videos for use as learning materials within program coursework.

i. Anticipated start date.

We anticipate enrolling students in the ESOL Graduate Certificate in Fall 2019. Students enrolling in the new certificate program will join current non-degree students in completing ESOL endorsement coursework.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The ESOL Graduate Certificate supports OSU's mission, signature areas of focus, and strategic priorities in several ways.

First, by providing opportunities for Oregon K-12 teachers across the state to access rigorous, innovative coursework to increase their effectiveness in the classroom, the program fulfills OSU's land grant mission. College of Education faculty have drawn on the expertise and leadership of Ecampus in online education to create our existing ESOL courses through collaboration with Ecampus instructional designers.

Second, the ESOL Graduate Certificate also aligns with OSU's focus area of economic prosperity and social progress. Students classified as English learners in Oregon encounter a variety of troubling opportunity and achievement gaps. For example, the high school graduation rate for ELs is 20 percentage points lower than the graduation rate for other students. Recent rigorous research demonstrates that teachers who have specific preparation for meeting the needs of ELs are more effective in educating this group (Loeb, Soland, & Fox, 2014; Master, Loeb, & Whitney, 2016). By providing teachers with specific preparation for meeting the needs of ELs, the ESOL Graduate Certificate program aims to close opportunity and achievement gaps for English learners, thereby improving economic prosperity and social progress.

Finally, the ESOL Graduate Certificate program aligns with three of the strategic goals in OSU's Strategic Plan 4.0. First, the program provides transformative education that is accessible to all learners (Goal 2). Because of its fully online delivery, the program is accessible to educators across the state, decreasing barriers to those who traditionally been marginalized in higher education, such

as those in rural areas. Teachers who complete the program will likely be eligible for salary increases as a result of earning graduate credits, thereby supporting teachers' upward economic mobility, as well. In addition, the program's direct aim is to prepare teachers to work effectively in a diverse society, a key element of Goal 2. Second, the program aims to have a significant and visible impact in Oregon and beyond (Goal 3). Program faculty will continue to deepen and extend our partnerships with school districts across the state who enroll their teachers in ESOL courses, extending OSU's reputation as Oregon's statewide university and fostering learning laboratories among OSU students and faculty (key components of Goal 3). Third, the ESOL Graduate Certificate directly supports Goal 4 of the strategic plan, which centers on building a culture of belonging, collaboration, and innovation. The ultimate aim of the program is to support equity, inclusion, and justice by improving opportunities and outcomes for K-12 students learning English as an additional language, by supporting teachers in learning effective ways of educating this important and often marginalized student group.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The ESOL Graduate Certificate supports these institutional and statewide goals in multiple ways. As one important example, under House Bill 3375 (2015), the state established the goal that the percentage of linguistically and culturally diverse educators employed by a school district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district. As part of this legislation, each university in the state with educator preparation programs is required to adopt an Educator Equity Plan each year, describing their plans for realizing this goal. One of OSU's three goals in its 2018-20 Educator Equity Plan, which was adopted by the OSU Board of Trustees in April 2018, is, "Increase the College's capacity to infuse all licensure programs (pre-service and in-service) with English Language Learner (ELL) and Dual Language (DL) competencies to advance Oregon teacher cultural literacy and advocacy." Thus, ESOL coursework, including the ESOL Graduate Certificate, is central to this goal. In addition, the Ecampus delivery of the certificate may make the program particularly attractive to culturally and linguistically diverse teachers who may disproportionately experience barriers to traditional campus-based college courses.

Currently, a \$2.5 million grant is funding tuition for 80 teachers in five partner districts (Beaverton, Bend-La Pine, Corvallis, Greater Albany, and Springfield) to complete either the ESOL course sequence or a related course sequence in Dual Language education. A rigorous evaluation of the program, conducted by Education Northwest, has revealed a variety of positive benefits. For example, a comparison of pre- and post-survey responses from the 38 teachers who completed the six-course ESOL sequence in Fall 2018 showed that the percentage of participants who reported feeling confident or very confident in using ESOL instructional practices and strategies in their classroom or practice increased from 25 percent to 92 percent. Similarly, the percentage who reported feeling confident or very confident in providing culturally and linguistically relevant instruction to EL and bilingual students increased from 24 percent to 89 percent. Thus, students who have completed the courses that will be part of the ESOL Graduate Certificate have shown clear evidence of quality learning.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
 - i. improve educational attainment in the region and state;**
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and**
 - iii. address civic and cultural demands of citizenship.**

As noted above, students classified as English learners in Oregon encounter a variety of troubling opportunity and achievement gaps, with ELs graduating from high school at a rate that is 20 percentage points lower than other students. Currently, only small percentages of Oregon teachers have had specific preparation for educating ELs. For example, in one partner district, which enrolls approximately 5000 ELs, only 7% of teachers have completed state certification for working with ELs. By providing teachers with specific preparation for meeting the needs of ELs, the ESOL Graduate Certificate program aims to close opportunity and achievement gaps for English learners, thereby improving educational attainment in the region and state while also responding to social challenges.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There are three relevant professional societies that have established standards related to the ESOL Graduate Certificate. First, the national TESOL organization established Professional Teaching Standards, which specify the professional expertise needed by educators to work with multilingual students, including students classified as English learners.

The TESOL standards serve as the basis for Oregon Administrative Rule 584-420-0360, developed by Oregon's Teacher Practices and Standards Commission, which outline the six core domains that ESOL endorsement programs in the state must address. Therefore, TSPC is the second body with standards in the area in which the program lies.

Finally, the National Commission on Accreditation for Teacher Education (NCATE) serves as the accreditation body for educator preparation programs (EPPs) and has standards that all EPPs must meet.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

OSU's ESOL endorsement is approved by TSPC and thus has demonstrated that it meets the TSPC standards for such programs, as well as the TESOL standards on which TSPC's standards are based.

In addition, OSU's ESOL endorsement, like all teacher licensure programs at OSU, is fully accredited by NCATE. Our most recent accreditation was approved in 2015 and extends through 2022. Accreditation for educator preparation programs is transitioning from NCATE to another body, known as the Council for the Accreditation of Educator Preparation (CAEP). Our first cycle of accreditation under CAEP will occur during the 2021-22 academic year.

Because the ESOL Graduate Certificate simply formalizes the existing ESOL endorsement as a graduate certificate at OSU, this certificate meets TESOL, TSPC, and NCATE standards as well. In preparation for the transition to CAEP, ESOL faculty will meet with the College of Education Assessment Coordinator during the 2019-20 academic year to ensure that all CAEP standards are met.

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

Undergraduates earning a preliminary Oregon teaching license in the College of Education's Education Double Degree program also have the opportunity to earn an ESOL endorsement by completing on-campus hybrid ESOL courses. The ESOL endorsement program for undergraduates is approved by TSPC, thus demonstrating it meets TESOL and TSPC standards, and is also fully accredited by NCATE through 2022.

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

The OSU ESOL endorsement is already accredited, as outlined above. This proposal simply formalizes the existing ESOL endorsement as a graduate certificate at OSU.

4. Need

- a. **Anticipated fall term headcount and FTE enrollment over each of the next five years.**

Table 2 provides information about fall-term headcount and FTE enrollment over the next five years. As discussed in more detail below, potential partnerships with districts to enroll groups of teachers, partially supported by district tuition reimbursement policies, will be of great utility, and enrollment could be higher than forecast depending on our success in deepening and expanding these partnerships. In addition, as noted above, we will continue to offer the courses in the ESOL Graduate Certificate to non-degree students. At this point, it is difficult to estimate the proportion of students who will choose to participate in the certificate program (as opposed to enrolling in individual courses as non-degree students). We do not include estimated numbers on non-degree students in the forecast below. Because certificate students will be working professionals typically taking one class (3 credits) per term, FTE enrollment is substantially lower than the fall term headcount.

Table 2. Estimated Fall Headcount and FTE Enrollment for the ESOL Graduate Certificate, by year.

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Fall headcount (ESOL Graduate Certificate students only)	15	15	15	15	15
FTE enrollment (ESOL Graduate Certificate students only)	4	4	4	4	4

- b. **Expected degrees/certificates produced over the next five years.**

Table 3 provides estimates of the number of ESOL Graduate Certificates produced over the next five years. Because the certificate is an 18-credit sequence, with working professionals typically taking one three-credit course per term, we do not expect any certificates completed in 2019-20. Based on past experience with students earning their ESOL endorsement, we anticipate that some students will need longer to complete the certificate because of personal circumstances, and some will decide not to complete the full program. Therefore, we forecast a completion rate of 80%.

Table 3. Estimated ESOL Graduate Certificates Produced/Completed, by year.

	2019-20	2020-21	2021-22	2022-23	2023-24
Fall headcount (ESOL Graduate Certificate students only)	0	10	12	12	12

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

Because completion of the ESOL Graduate Certificate makes students eligible to add an ESOL endorsement to their Oregon teaching license, we anticipate that students will be Oregon K-12 licensed teachers and therefore be part-time resident students. Because each state has different teacher licensure requirements, and because completion of the ESOL internship requires in-person supervision by a university employee, it is not likely that teachers from other states will enroll in the program.

d. Evidence of market demand.

There is clear market demand for teachers to have an ESOL endorsement. Appendix B provides job announcements for a variety of positions in Oregon school districts, including classroom teacher, instructional coach, and school psychologist positions across a variety of districts (including Portland Public Schools, Canby School District, Salem-Keizer School District, and Parkrose School District), all of which list an ESOL endorsement as a requirement or preferred qualification. In addition, the appendix provides a form from the Woodburn School District for teachers to request an additional stipend if they hold an ESOL endorsement. This is just a sample of similar position descriptions across Oregon districts to provide a sense of the range and scope of demand. Thus, holding this certification provides individuals with an advantage in hiring and, in some cases, in compensation as well.

In addition, many school districts have strategic priorities focused on fostering equity in their districts (or something similar) and also have collective bargaining agreements with their teachers' unions that provide reimbursement for teachers to take graduate courses, laying a foundation for potential partnerships between OSU and districts. For example, the Beaverton School District reimburses teachers for up to 12 graduate credits over a three-year period, Portland Public Schools reimburses teachers for up to 6 graduate credits each year, and the Salem-Keizer School District reimburses teachers for up to 3 graduate credits per year. ESOL/DL faculty have been meeting with representatives of districts across the state to discuss ways to deepen and expand our partnerships such that teachers could pursue the ESOL endorsement/Graduate Certificate partially funded by district tuition reimbursement.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are multiple ESOL endorsement programs at other Oregon universities, as outlined in more detail in section 6 (below). However, these programs have co-existed since at least 2009 (see http://tspc.oregon.gov/support/news_item.asp?id=364), and there is still unmet need. As noted throughout our application, this proposal would simply formalize our existing TSPC-approved ESOL endorsement program as a graduate certificate at OSU. The demand for this program would continue. At a national level, a survey of teachers conducted by *Education Week* in 2014 found that only 25% of teachers of English learners felt prepared to teach current K-12 standards to their EL

students. At a state level, the [Oregon English Learner Strategic Plan](#) (2013), developed in collaboration with 150 superintendents and 400 educators, included as a key goal, “Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English learners.” In addition, one key objective under this goal is, “All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.” Finally, a key measure of success for this goal is, “More currently employed educators pursue ESOL endorsement for licensure renewal.”

Applications provide additional evidence of demand. Currently, a federal grant helps support teachers from five partner districts in pursuing their ESOL endorsement or Dual Language specialization through our Ecampus courses. When recruiting for the first cohort of 40 grant participants to complete the six-course ESOL sequence in 2017 (identical to the course sequence that would be required for the ESOL Graduate Certificate), we received 95 applications, more than double the available spots.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

We are confident that students in the ESOL Graduate Certificate program will have positive professional outcomes. Many may continue in their jobs as Oregon K-12 classroom teachers, with potential salary increases as a result of earning their ESOL endorsement and with increased skills in educating their students who are learning English as an additional language. Others may go on to different positions, such as English learner specialists, who teach English language development to ELs within K-12 schools, or instructional coaches, who support other K-12 teachers in implementing effective instructional practices.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The ESOL Graduate Certificate will have the same learning outcomes as our TSPC-approved ESOL endorsement. These outcomes are based on the six core domains required for ESOL endorsement programs, as stipulated in Oregon Administrative Rule 584-420-0360, which in turn is based on standards established by TESOL, the national professional organization for this discipline:

- Language – Apply language acquisition theories and research, as well as knowledge of language as a system, to improve ESOL and bilingual students’ abilities to use English for social and academic purposes.
- Culture – Apply major concepts and research related to the nature and role of culture to construct supportive learning environments for ESOL and bilingual students.
- Planning, Implementing, and Managing Instruction – Use ESOL appropriate instructional practices and strategies that integrate standards-based English language proficiency (ELP) and content-area objectives.
- Assessment – To inform instruction, effectively implement a variety of standards-based assessment tools and techniques that demonstrate an understanding of assessment issues for ESOL and bilingual students.
- Professionalism – Demonstrate a willingness and ability to serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students’ families.
- Technology – Use technology to enhance learning and professional productivity.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Learning outcomes for the ESOL Graduate Certificate will be assessed in the same way as learning outcomes for the TSPC-approved ESOL endorsement program have been assessed.

Key assessments include: the ESOL application, ESOL coursework GPA, content exams, the ESOL Portfolio, and the Internship Evaluation. More details about each assessment are provided below.

ESOL Application

The ESOL Application includes prompts that address professional dispositions:

- Why are you interested in earning an ESOL endorsement?
- How does diversity impact K-12 schools?
- What does it mean to be a culturally competent educator?

See Appendix C for the ESOL application form and rubric. The rubric focuses on whether or not the candidate expresses an asset-based view of English learners and bilingual students. It rewards candidates whose responses are student-focused.

ESOL Coursework GPA

To complete our program, candidates must earn 18 credits in our required courses with a 3.00 (B) average or higher. Our course objectives have been aligned to the TESOL/TSPC standards, which serve as the basis for our program learning outcomes. Therefore, students' GPA provides important information about the extent to which they are meeting program learning outcomes.

Content Exam

All ESOL candidates are required to pass the state-mandated licensure exam for English to Speakers of Other Languages as per the Oregon Teacher Standards and Practices Commission (TSPC). The ESOL Content exam is based on TESOL standards, which are also the basis of OAR 584-420-0360 for the ESOL endorsement. The current NES test has 10 sections in three domains: I. Foundations of Language and Language Acquisition; II. Foundations of ESOL Instruction; III. Instruction and Assessment of English Language Learners. Subject mastery exams assess candidates' understanding of central concepts, structures of the discipline being taught, and tools of inquiry to create learning experiences that make these aspects accessible and meaningful to students.

ESOL Portfolio

During their final course in the ESOL sequence, ED 510 Internship, students create a portfolio based on a unit they taught in their internship placement. The Portfolio Scoring Guide is closely aligned with TESOL/TSPC standards, which serve as the basis for our program learning outcomes. Therefore, students' scores on the portfolio provide useful information about the extent to which they have met program outcomes. In Task 1 Planning, students explain their teaching approach, the background of their students, and describe their instructional unit plans. In Task 2 Instruction, they refer to a video clip and instructional plans to explain how their instruction matched with their planning. In Task 3 Assessment, they assess students' progress and reflect on what they learned through the internship. Candidates receive feedback from the internship instructor as they assemble the portfolio. The final portfolio is scored by the internship instructor and one other ESOL faculty member.

Internship Evaluation

During their final course in the ESOL sequence, ED 510 Internship, students complete an internship in a K-12 classroom in which English learners are enrolled. Students work with an ESOL

cooperating teacher at the school site, as well as a university supervisor. The cooperating teacher and the university supervisor each complete two formal observations of lessons that the student teaches, using a formal observation form aligned to TESOL/TSPC standards and our program learning outcomes. At the conclusion of the internship, the cooperating teacher and university supervisor meet with the student to complete the Internship Evaluation Form. This form has six items, one for each TESOL/TSPC domain. Students first complete the form as a self-evaluation. Then, university supervisors and ESOL cooperating teachers collaborate in determining candidates' final scores during the internship evaluation team meeting.

Table 4 lists the key transition points during the ESOL program when these key assessments occur. ESOL faculty complete annual reports, compiling and analyzing data from each key assessment and reflecting about any changes needed to ensure continuous program improvement.

Table 4. ESOL Endorsement Transitions and Key Assessments

Transitions	Key Assessments
Admission to Program	<i>ESOL Application</i> with questions about background and dispositions (Appendix C)
Field Experience	<p><i>ESOL Portfolio</i> (teacher performance assessment; Appendix D) - sections:</p> <ul style="list-style-type: none"> • Task 1 Planning • Task 2 Instruction • Task 3 Assessment <p><i>Internship Evaluation</i> (clinical observation form) - sections:</p> <ol style="list-style-type: none"> 1. Language 2. Culture 3. Planning, Implementing, and Managing Instruction 4. Assessment 6. Technology
Completion	<p><i>ESOL Coursework GPA</i></p> <p><i>ESOL Content Exam</i></p>
Throughout program (Professional Dispositions)	<p><i>ESOL Application</i> (Appendix C)</p> <p><i>Internship Evaluation Form</i> (Appendix E)</p> <p>5. Professionalism</p>

These key assessments provide the information necessary to determine the extent to which students are meeting program learning outcomes. Table 5 provides information about the relationship between each assessment and the TESOL/TSPC standards, which serve as the basis for our program learning outcomes.

Table 5. Program Assessments Aligned with TESOL/TSPC Standards

TESOL/TSPC Domain	TESOL/TSPC Standard	ESOL Application	ESOL Course GPA	Content Exam	ESOL Portfolio	Internship Evaluation
1. Language	A. Describing Language		X	X	X	X
	B. Language Acquisition & Development		X	X	X	X
2. Culture	A. Nature & Role of Culture		X	X	X	X
	B. Cultural Groups & Identity		X	X	X	X
3. Planning, Implementing, and Managing Instruction	A. Planning for Standards-based ESL & Content Instruction		X	X	X	X
	B. Managing & Implementing Standards-based ESL & Content Instruction		X	X	X	X
	C. Using Resources Effectively in ESL & Content Instruction		X	X	X	X
4. Assessment	A. Issues of Assessment for ESL		X	X	X	X
	B. Language Proficiency Assessment		X	X	X	X
	C. Classroom-Based Assessment For ESL		X	X	X	X
5. Professionalism	A. ESOL Research & History		X	X	X	X
	B. Partnership & Advocacy		X	X	X	X
	C. Professional Development & Collaboration		X	X	X	X
6. Technology	A. Demonstrate knowledge of current technologies & their application in ESOL.		X		X	X
	B. Design, develop, and implement student learning activities that integrate information technology		X		X	X
	C. Use technologies to communicate, network, locate resources, and enhance continuing professional development.		X		X	X

ESOL faculty have a track record of using assessment data to make program changes. For example, after noticing that students' scores on the Assessment domain of the Internship Evaluation dropped in recent years, faculty have been refining coursework to increase the focus on assessment within ED 573 Instructional Approaches in ESOL Education.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Tenure-track faculty within the ESOL program have appointments that include 40% FTE dedicated to research and are expected to produce scholarly work that is consistent with OSU's criteria for promotion and tenure. Indicators include satisfactory annual performance evaluations, as well as successful promotion and tenure, when applicable.

Tenure-track faculty within the ESOL program have already produced a wide variety of scholarship that has made a valuable contribution to the field. Dr. Thompson successfully earned tenure and was promoted to Associate Professor in 2018. Dr. Colomer's dossier is currently under review for promotion and tenure during the 2018-19 academic year. Their work has been published in a variety of leading journals, including *Educational Researcher*, the *American Educational Research Journal*, the *Journal of Policy Analysis and Management*, *TESOL Quarterly*, *TESOL Journal*, *Bilingual Research Journal*, and *Linguistics and Education*. They have served as invited speakers for a variety of national audiences and regularly present at national conferences, including the American Educational Research Association, the Literacy Research Association, and the Association of Applied Linguistics.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

As noted above, the proposed Dual Language Education Certificate within the College of Education is closely related to the ESOL Graduate Certificate. The Oregon Administrative Rules for the ESOL endorsement and the Dual Language specialization are very similar, and both focus on preparing K-12 teachers to effectively educate multilingual students. The key differences between the two is that the Dual Language specialization/certificate focuses on preparing teachers to work in dual language contexts and requires teachers to demonstrate proficiency in a second language, while the ESOL endorsement/certificate is applicable to teachers in any context and does not require second language proficiency. Because of the similarities, the course sequences for the ESOL endorsement/certificate and the Dual Language specialization/certificate overlap, as outlined section 1(c). Both proposals would formalize programs already approved by TSPC as graduate certificates at OSU.

In addition, the proposed ESOL Graduate Certificate, intended for currently licensed K-12 teachers, is closely related to the ESOL endorsement coursework available to students getting their initial teaching licenses through a variety of OSU degree programs, including the Double Degree program (based in Corvallis) and the MAT program (based at OSU Cascades). For example, in addition to the the Ecampus versions of the ESOL courses, which are part of the proposed ESOL Graduate Certificate, we also offer on-campus versions of these courses in Corvallis and at OSU Cascades that students can take as part of their degree program.

Other Oregon colleges and universities also offer ESOL endorsement programs approved by TSPC, including Western Oregon University, Portland State University, Eastern Oregon University, Southern Oregon University, the University of Oregon, the University of Portland, Concordia University, Pacific University, George Fox University, and Lewis & Clark.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

As noted above, there is a pressing need both nationally and within Oregon for K-12 teachers to learn more about effectively educating multilingual students. In addition, there is strong market demand for teachers who hold ESOL endorsements. We will continue collaborating with other Oregon universities to meet this need.

To date, faculty from ESOL endorsement programs around Oregon, including OSU, have collaborated in a variety of ways. For example, faculty from the ESOL endorsement programs at OSU, Pacific University, and George Fox have served on the planning committee for a yearly statewide conference focused on effective education for English learners, sponsored by the Confederation of Oregon School Administrators.

Another vehicle for collaboration could be the creation of joint promotional audiovisual materials to attract diverse talent, furthering the goals of the statewide Educator Equity initiative (described more fully above). The audiovisual materials could feature recent graduates of various ESOL-endorsement programs from diverse backgrounds who would share their own experiences with the programs, outline the courses and fieldwork, describe the impact the programs had on their careers in education, and make recommendations for those interested in applying. The goal would not be to attract talent to one institution over the other; rather, the promotional partnership would center around strengthening the state's ability to effectively serve students with diverse linguistic and cultural needs.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

Because OSU has long offered an ESOL endorsement, we do not anticipate that formalizing this TSPC-approved program as a graduate certificate at OSU would have either positive or negative impacts on programs at other universities. We will continue to collaborate with faculty from ESOL programs at other institutions towards the goal of improving opportunities and outcomes for multilingual K-12 students in the state by improving teacher preparation for effectively educating this student group.

7. External Review

N/A

Appendix A: TSPC OSU ESOL Endorsement Approval

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

January 29-30, 2015
Program Approval

ITEM:	OREGON STATE UNIVERSITY (OSU) INITIAL AND ADVANCE PROGRAM REPORT SUBMISSION
ACTION:	ACTION ITEM
RECOMMENDATION:	<p>The Program Approval Committee recommends adoption of the following resolutions:</p> <p>RESOLVED that, the Commission approve Oregon State University's undergraduate Double Degree Early Childhood and Elementary and Double Degree Middle Level and High School initial licensure program;</p> <p>RESOLVED FURTHER that, the Commission approve Oregon State University's graduate level Agricultural Education, Music, Physical Education, Science or Math Education, Secondary (MAT) Education/Cascade Campus, Elementary (MAT) Education/Cascade Campus initial licensure programs;</p> <p>RESOLVED FURTHER that, the Commission approve Oregon State University's undergraduate and graduate program for the ESOL and ESOL/Bi-lingual at all grade levels;</p> <p>RESOLVED FURTHER that, the Commission approve Oregon State University's advanced programs in Advanced pre-k-12 Science and Math, and Master of Education (EDM).</p>
INFORMATION:	Division 10 of the Commission's administrative rules requires a State Program Review process. This process is an important part of the accreditation process for Oregon institutions seeking state and national accreditation.

A "program" is a planned sequence of course and experiences for the purpose of preparing educators to work in K-12 grade settings. Programs may lead to a degree, a recommendation for state license, both or either.

The Commission has been considering these program reports just over a year. Full information regarding the procedures and content needed for these reports can be found in Division 10.

The materials supporting the review, including the program reports can be found on the Commission's secure web site.

TSPC Data Classification Level: 1 – Published
January 2015; DO: Menk

MIDDLE SCHOOL MATH TEACHER- 91

CANBY SD 86

Canby, OR

Job Details

Job ID: 3052378

Application Deadline: Posted until Filled

Posted: February 8, 2019

Job Description

Middle School Math Teacher at Ninety-One School for the 2019-2020 school year. This position is based off a 192 day contract, salary listed below is based off of 2018-2019 salary schedule.

The classroom teacher performs under supervision of a principal or other designated supervisor and has major responsibility for the instruction and supervision of students. The classroom teacher functions in accordance with the established policies, rules, regulations and the performance standards of the District/State and the performance goals established for the teacher. Strong classroom management skills and parent and community involvement are expected. All teachers are responsible for student achievement, supervision, guidance, development and safety.

ESSENTIAL FUNCTIONS:

1. Plan, prepare and deliver lesson plans and instruction, providing materials which facilitate active learning; monitor student progress and adapt course content delivery methods in order to meet the needs of individual students; instruct and monitor students in the use of learning materials, technologies and equipment to support instruction.
2. Promote a culture of high expectations, providing every student with high quality and culturally relevant instruction; create a safe, welcoming classroom environment that reflects and supports the diversity of the student population and community.
3. Understand how learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; implement and insure a developmentally appropriate, challenging and high-standards learning environment.
4. Develop and implement instructional practices and strategies that include multiple methods of assessment, support students in meeting rigorous learning goals and engage and encourage learners to develop deep understanding of content areas.
5. Develop and implement effective classroom management strategies, providing a safe, secure and respectful learning environment; communicate student behavior expectations in a positive manner; convey reminders, rules and expectations with consistency and equity, while recognizing the unique qualities and characteristics of the individual.
6. Understand central concepts, tools of inquiry and structures of curriculum; apply concepts to create meaningful learning experiences designed to engage learners in critical thinking, creativity and collaborative problem-solving.
7. Progress toward professional goals and contribute to school-wide goals through self-reflection and self-reporting, teamwork, parent/student surveys, meetings, record keeping, portfolios, peer collaboration and other measures and methods.
8. Establish standards, growth and learning goals for each student; develop SMART (Specific and strategic; Measurable; Action-oriented; Rigorous, realistic and results-focused; Timed and tracked) goals including use of baseline and progression data, identifying strategies, measures and evidence of progress standards; report on student progress throughout the school year.
9. Update and maintain accurate and complete records of student progress and development as required by school, district, state and federal policies, regulations and laws.
10. Make provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
11. Establish and maintain cooperative professional relationships and accept a share of the responsibility for co-curricular activities as assigned.

12. Attend and participate in faculty meetings and serve on staff committees as required.
13. Supervise instructional assistants as assigned.
14. Perform related duties as assigned.

MINIMUM REQUIREMENTS:

1. Hold a valid Oregon teacher's license and endorsement appropriate for the assignment and grade level.

PREFERRED QUALIFICATIONS:

- ESOL Endorsement
- Master's Degree

Knowledge of:

- Research-based educational strategies and models for improving instructional practices.
- Language development stages, cooperative learning and whole language literacy methods.

-

Ability to:

- Communicate effectively both orally and written and listen effectively with students, staff, and parents.
- Demonstrate strong theoretical background in working with linguistically and culturally diverse populations.
- Maintain high educational standards and knowledge of Oregon academic content standards.

Canby School District is an equal opportunity employer and educator. It is the policy of the Canby School District Board of Education and School District that there will be no discrimination or harassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Human Resources Office at the Canby School District Office, 503-266-7861.

Position Type: Full-time

- Job Category: Classroom Teacher > Math: General

Contact Information

Carrie Nelson
1130 S Ivy Street
Canby, Oregon 97013

Phone: 503-266-0011 x. 3914

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Oregon Teacher Application

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17-18 TEMP School Psychologist Position

Job Description

Job Summary: The job of "Psychologist" is done for the purpose/s of assessing students' intellectual and mental functional levels; providing information for program development and student placement; conducting functional behavior assessments, developing behavior plans; and providing information on child development and/or issues on specific students to instructional personnel. The licensed staff maintains a cooperative attitude with staff, parents and students. Parkrose expects licensed staff to be aware of and maintain "The competent educator standards" found in the Oregon Administrative Rules (OAR 584-020-0010 which are attached to this job description.

School Psychologist endorsement at K-12 level required
Additional Reading or ESOL Endorsements Preferred

Bilingual Preferred

1.0 FTE - .50 at Parkrose High School and .50 at Parkrose Middle School. This is a temporary position for the 2017-18 school year.

See website for full job description on employment page at: www.parkrose.k12.or.us

Apply at: <https://parkrose.cloud.talentedk12.com/hire>

Out of Parkrose: Full credit shall be granted for each year of full time professionally or academically licensed experience in the public schools, grades K-12. For non-teachers, the experience must be related to the District assignment. Substitute teaching shall not be counted unless it was done on a full-time contract basis. Credit for experience related to the District assignment in districts outside Parkrose will not be given for a part of a year unless two (2) or fewer segments will total at least one hundred thirty-five (135) days.

*Primary Location***District Wide***Salary Range***\$39,391.00 - \$77,962.00 / Annual***Shift Type***Full Time**

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Job Description

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Job Details

Job Title Dual Language Immersion Teacher Interview Day 2019-2020

Job ID 18885

Location BESC

Full/Part Time
Regular/Temporary Regular

Favorite Job ☆

Position Details

Posting will close on March 24, 2019.
Portland Public Schools is hosting a Dual Language Immersion Teacher Interview Day on April 1, 2019 from 4 PM - 6 PM.

We plan to interview candidates who are native or near native fluent in the following languages: Mandarin, Spanish, Vietnamese. In addition, the candidates will or expect to have a TSPC license with an Elementary, Language Arts and/or Social Studies endorsement.

All interviews will be pre-scheduled by the HR Department.

POSITION SUMMARY:

As an immersion teacher you must possess native or near native fluency. Immersion teachers must possess the skills, ability and eagerness to work with students, families, and other members of the Immersion teams and grade level teams at the building and district level to support student success. Desired candidates have appreciation and demonstrated understanding for the unique characteristics of the elementary level learner and second language acquisition models. Immersion teachers will develop lesson plans and teach elementary grade core content to students using English and the immersion language. Strong classroom management skills and parent and community involvement are expected. All teachers are responsible for student achievement, supervision, guidance, development and safety. PPS staff must follow Portland Public School policies, rules, regulations and performance standards set by the District as well as performance goals established for the individual.

REPRESENTATIVE DUTIES:

1. Plan, prepare and deliver lesson plans and instruction, providing materials which facilitate active learning; monitor student progress and adapt course content delivery methods in order to meet the needs of individual students; instruct and monitor students in the use of learning materials, technologies and equipment to support instruction.
2. Promote a culture of high expectations, providing every student with high quality and culturally relevant instruction; support and implement the District's Educational Racial Equity Policy; create a safe, welcoming classroom environment that reflects and supports the racial and ethnic diversity of the student population and community.
3. Understand how learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; implement and insure a developmentally appropriate, challenging and high-standards learning environment.
4. Develop and implement instructional practices and strategies that include multiple methods of assessment, support students in meeting rigorous learning goals and engage and encourage learners to develop deep understanding of content areas.
5. Develop and implement effective classroom management strategies, providing a safe, secure and respectful learning environment; communicate student behavior expectations in a positive manner; convey reminders, rules and expectations with consistency and equity, while recognizing the unique qualities and characteristics of the individual.
6. Understand central concepts, tools of inquiry and structures of curriculum; apply concepts to create meaningful learning experiences designed to engage learners in critical thinking, creativity and collaborative problem-solving.
7. Progress toward professional goals and contribute to school-wide goals through self-reflection and self-reporting, teamwork, parent/student surveys, meetings, record keeping, portfolios, peer collaboration and other measures and methods.
8. Establish standards, growth and learning goals for each student; develop SMART (Specific and strategic; Measurable; Action-oriented; Rigorous, realistic and results-focused; Timed and tracked) goals including use of baseline and progression data, identifying strategies, measures and evidence of progress standards; report on student progress throughout the school year.
9. Update and maintain accurate and complete records of student progress and development as required by school, district, state and federal policies, regulations and laws.
10. Perform related duties as assigned.

EDUCATION AND TRAINING:

Incumbents must be properly licensed by the Teacher Standards and Practices Commission for assignment as a Professional Educator - Teacher. For positions identified within core academic areas, incumbents must be designated as highly qualified by the Teacher Standards and Practices Commission (TSPC) to teach the designated core subjects. Core academic areas include Language Arts (English), Reading, Mathematics, Sciences, Foreign Language (except Chinese-Mandarin), Social Studies and Art.

MINIMUM QUALIFICATIONS:

- **All Immersion teacher candidates will be subject to language fluency assessment by the District.**
- Native or near native fluency
- Proficiency with writing in the immersion language (both simplified and traditional characters for Mandarin Chinese and Japanese immersion)

PREFERRED QUALIFICATION:

- ESL Endorsement
- Master's Degree
- Significant experience teaching in the immersion language and culture

EMPLOYMENT STANDARDS

Knowledge of:

- Academic achievement standards that align to district goals and create a comprehensive, rigorous and coherent curricular program.
- Research-based instructional strategies and models for improving instructional practices.
- Existing and emerging education and instructional technologies and software.

Ability to:

- Advocate, model and implement Portland Public School's Educational Racial Equity policy.
- Demonstrate preparation and skill in working with students from diverse backgrounds.
- Instruct and monitor students in the use of learning materials and equipment.
- Manage student behavior and maintain discipline in accordance with school, district and state policies, procedures and laws.
- Assign and grade class work, homework, projects, tests and assignments.
- Establish and communicate clear objectives for all learning activities.
- Prepare classroom for class activities.
- Provide a variety of learning materials and resources for use in educational activities.
- Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
- Communicate effectively both orally and in writing.
- Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
- Provide appropriate feedback on work.
- Encourage parent and community involvement.
- Provide student information to authorized individuals in a timely manner.
- Participate in appropriate professional growth and extracurricular activities.
- Establish and maintain cooperative and effective working relationships.

- Utilize relevant technologies to support and differentiate instruction.
- Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education.
- Maintain accurate and complete records of students' progress and development.
- Update records accurately and completely as required by laws, district policies and school regulations.
- Prepare required reports on students and activities.
- Participate in department, school, district and parent meetings.
- Communicate necessary information regularly to students, colleagues and caregivers regarding student progress and student needs.
- Observe and evaluate student's performance and development

ENDORSEMENT REQUIREMENT:

COMPENSATION: \$42,118 TO \$85,646 (Annual salary based on 1.0 FTE)

WORK YEAR: 192 days

FTE:

Benefits Information

Portland Public Schools (PPS) offers several competitive and comprehensive benefit packages to employees. Fringe benefits include medical, dental, vision, prescription, life and disability insurance, employee assistance program, 403(b) retirement savings plan and various leave and professional development programs. Depending on the insurance option selected by the employee, there may be an employee contribution toward insurance.

Portland Public Schools is a public employer and participates in the Public Employees Retirement System (PERS/OPSRP). Eligible employees are required by statute to contribute 6% of salary on a pre-tax basis to OPSRP/IAP, after serving six months under a PERS employer.

For more information please visit our Benefits site at <http://www.pps.net/Page/1635>

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L181512 Auburn, Kindergarten Teacher

Job Description

Thank you for your interest in Salem-Keizer Public Schools. You may express an interest in this or any other position by using the 'Apply to this Position' button.

- Temporary, Full-time (1.0 FTE) to June 13, 2019
- ESOL endorsement preferred

[See the Job Description >>](#)

To be given full consideration, a complete application consists of the following:

- Contact Information and EEO section
- Qualifications
- Skills - as they apply
- Education
- Experience in Education/Employment History
- Three References
- Complete Confidential Background Information
- Licensed Application Questions
- Attachments: Resume and Un-official Transcripts

Salem-Keizer School District is an Equal Employment Opportunity employer.

Primary Location

AUBURN ELEM. SCHOOL

Salary Range

\$40,297.00 - \$79,314.00 / Annual

Shift Type

Temporary

Apply Now

Applications will be accepted
Monday, February 25, 2019 12:00 AM -
Thursday, February 28, 2019 11:59 PM
(Pacific Standard Time)

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Salem, OR 97305

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L181530 Swegle, Grade 1 ESOL

Job Description

Thank you for your interest in Salem-Keizer Public Schools. You may express an interest in this or any other position by using the 'Apply to this Position' button.

- Temporary, full-time position (1.0 FTE)
- Dates: April 22, 2019 - June 13, 2019
- ESOL endorsement preferred

[See the Job Description >>](#)

To be given full consideration, a complete application consists of the following:

- Contact Information and EEO section
- Qualifications
- Skills - as they apply
- Education
- Experience in Education/Employment History
- Three References
- Complete Confidential Background Information
- Licensed Application Questions
- Attachments: Resume and Un-official Transcripts

Salem-Keizer School District is an Equal Employment Opportunity employer.

Primary Location

SWEGLE ELEM. SCHOOL

Salary Range

\$40,297.00 - \$79,314.00 / Annual

Shift Type

Temporary

Apply Now

Applications will be accepted beginning
Tuesday, February 12, 2019 12:00 AM
(Pacific Standard Time)



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POSITION DESCRIPTION

TITLE: **INSTRUCTIONAL COACH**

TYPE: Licensed
Exempt

REPORTS TO: Principal or Designated Administrator

POSITION SUMMARY:

The primary purpose of this position is to utilize a cycle of inquiry to observe instruction and student learning, and consult with teachers regarding quality teaching and learning practices, as defined by the District. Additional responsibilities include conducting training and staff development activities for professional and support staff.

MINIMUM QUALIFICATIONS:

1. Master's Degree in Education or related field
2. Background and Criminal History Clearance
3. Valid Oregon Teaching License with ESOL endorsement.
4. Four to five years successful classroom teaching experience, including sheltered English techniques and ESOL
5. Demonstrates high level of communication skills and meets District standards for oral and written language proficiency in English, and if applicable, in Spanish or Russian.
6. Skill in leadership and facilitation of work involving colleagues and administrators, including problem solving and conflict resolution.
7. Excellent organizational skills for effectively managing multiple tasks.
8. Ability to understand and follow oral and written instructions.
9. Knowledge of human growth and development at assigned instructional level(s).
10. Training and knowledge in constructivist teaching methods, critical and culturally responsive pedagogy.
11. Training and knowledge of research and methods in English language development, first and second language acquisition, bilingual education, dual language, literacy development, scaffolding and sheltering instruction, and differentiation of instruction for individual learning needs.
12. Knowledge of effective student behavior management methods.
13. Have expertise in: content knowledge, instructional practices, adult learning, specific coaching practices that align to Woodburn School District philosophy
14. Such alternatives to the above qualifications as the Board or administration may deem appropriate and acceptable.

ESSENTIAL FUNCTIONS:

1. Utilizing the District-adopted cycles of inquiry, supports teachers with the implementation of effective instructional strategies and improved instructional materials to ensure quality fidelity and consistency of instruction in order to improve student achievement.
2. Is familiar with grant goals and aligns coaching responsibilities with the grant goals.
3. Establishes regular communication with principal(s) and teachers.
4. Collaborates with principals instructional leaders to determine the full implementation of research-based instructional best practices.

5. Documents the cycle of inquiry and work completed in support of grant goals.
6. Provides technical assistance and consultation to assigned school(s) concerning professional development and resource needs for implementation of all district programs and curriculum.
7. Collaborates with other Instructional Coaches to ensure consistency of vision, goals, and program implementation, and to design professional development for curricula and effective teaching and learning practices.
8. Conducts training and other staff development activities as directed or appropriate.
9. Participates in training and consultation with other Instructional Coaches and administrators concerning coaching strategies and guidelines, District Performance Standards and effective teaching and learning practices.
10. Observes instruction and consults with teachers individually or in groups regarding quality teaching and learning practices.
11. Maintains familiarity with current research in the field of bilingual/bicultural education.
12. Develops and submits reports as required by supervisor.
13. Follows all safety rules.
14. Demonstrates support for District Core Values, District Mission, District Strategic Plan, and Schoolwide Improvement Plan.
15. Establishes and maintains a positive and respectful learning environment and working relationship with students, staff, administration, parents/guardians, and community members.
16. Assists parents and community members as needed.
17. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments.
18. Complies with professional development activities as required by the District.
19. Actively seeks out and participates in professional development activities designed to improve professional competence.
20. Participates in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues, and parents/guardians.
21. Holds expectations for high performance of self, staff, and students.
22. Assesses results of performance for improvement on a regular basis.
23. Demonstrates computer literacy and operates software programs as related to job responsibilities.
24. Maintains accurate, complete, and confidential records as required by law and District policy and regulations.
25. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.
26. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority.
27. Adheres to the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators.
28. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

OTHER REQUIREMENTS:

1. The employee is expected to be dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting.
2. This position is performed primarily indoors in school buildings and offices, although some outdoor work or supervision may be required.

3. In cases in which the employee is required to travel between sites, the employee is responsible for his/her own travel and will be reimbursed for approved mileage.
4. Possible exposure to bodily fluids due to student or employee illness or injury.
5. May be required to obtain a First Aid and/or CPR Card and serve as a Delegated Caregiver or Designated First Aid Provider.
6. Performs other duties as required by supervisor.

TERMS OF EMPLOYMENT:

Current work year is approximately 201 days, subject to change. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

EVALUATION:

Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation.

EMPLOYEE STATEMENT:

“I have reviewed the above position description and understand its contents.”

“I understand the most recent position description for this position supersedes all prior position descriptions, which are hereby rescinded.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I am able to fulfill the essential functions of the above position.”

Employee Name (Print)

Employee Signature

Date

APPLICATION FOR ESOL AND LANGUAGE STIPEND

Name: _____ Building: _____

For ESOL: I have attached (please mark which items you attached)

- ☐ Copy of English ACTFL scores at the Advanced Level (Oral and Written)

AND

- ☐ Copy of TSPC Educator Look up showing ESOL Endorsement

OR

- ☐ Verification of completion of a university or District approved ESOL program (Letter or C-2 form from University, Unofficial transcripts indicating completion of ESOL program)

For Language: I have attached (please mark which items you attached)

- ☐ Copy of English ACTFL scores at the Advanced Level (Oral and Written)

AND

- ☐ Copy of TSPC Educator Look up showing Russian or Spanish Endorsement

OR

- ☐ Copy of Spanish ORELA scores

OR

- ☐ Copy of Spanish or Russian ACTFL scores at the Advanced Level (Oral and Written)

I understand that the stipend will be calculated starting on the date, within the current school year, on which I met all requirements for the stipend being requested.

Signature: _____ Date: _____

Send form to Human Resources Department at District Office

Human Resources Office Use Only:

Date Received: _____ Date Requirements Met: _____

Comments: _____



ESOL Endorsement Program Application

Applicants for the ESOL Endorsement Program must (a) hold an active K-12 teaching license in the state of Oregon or (b) be enrolled in a teacher preparation program at OSU. Please refer to <http://education.oregonstate.edu/esol-endorsement> for more information.

Please use blue or black ink.

Name _____

OSU Student ID # _____ Phone Number _____

Mailing Address _____

Non-OSU Email _____

Oregon Teaching License:

Endorsement(s) _____

- ☐ Currently teaching for _____ School District
- ☐ Substitute teaching
- ☐ Other _____

or OSU Teacher Preparation Program Enrollment:

- ☐ Corvallis Double Degree BA/BS, Subject Area(s) _____
- ☐ Cascades MAT, Subject Area(s) _____
- ☐ Corvallis MAT or MS, Subject Area(s) _____
- ☐ MAT in Clinically Based Elementary Education (Teach for Beaverton)

ESOL Endorsement Program Handbook:

- ☐ I have reviewed the ESOL Endorsement Program Handbook. [The handbook is linked to our College of Education website, <http://education.oregonstate.edu/esol-endorsement>.]

ESOL Coursework Already Completed:

- ☐ an approved multicultural education course
(ED 522 Racial and Cultural Harmony in the K-12 Classroom, ED 219 Civil Rights and Multicultural Issues in Education, or ED 521 Funds of Knowledge in Education)
- ☐ ED 472/572 Foundations of ESOL Education
- ☐ Other _____

Please answer the following questions.

1. What experiences have you had learning an additional language?

- ☐ My first/home language wasn't English. Language? _____
- ☐ I took college coursework: How long? _____ Language? _____
- ☐ I took high school coursework: How long? _____ Language? _____
- ☐ I was in a K-12 bilingual program: How long? _____ Language? _____
- ☐ I studied abroad: How long? _____ Language? _____
- ☐ Other _____

2. What experiences have you had working with English language learners?

Please answer questions 3, 4, and 5 on a separate paper. Do not exceed one page total.

3. Why are you interested in earning an ESOL endorsement?

4. How does diversity impact K-12 schools?

5. What does it mean to be a culturally-responsive educator?

Signature _____ Date _____

Please return your completed request in person, by mail, or by email:

Tiffany Palaniuk
ESOL Endorsement Lead / Instructor
tiffany.palaniuk@oregonstate.edu

OSU College of Education
104 Furman Hall
Corvallis, OR 97331-3502

For office use only:

☐ Approved ☐ Approved with conditions ☐ Denied Starting Term _____

Endorsement Coordinator's Signature _____ Date _____

Rubric for Evaluating ESOL Endorsement Applications

Candidate: _____

Reviewer: _____

Date: _____

Do you recommend accepting this applicant? ☐ yes ☐ no

These scores are for our own program reporting. Candidates only see if they are accepted or not.

	Unacceptable (1)	Novice (2)	On Target (3)	Advanced (4)
2. What experiences has the candidate had interacting with English language learners?	N/A	no experiences OR very minimal interaction as classmate, neighbor, or co-worker	sustained interactions (of at least one academic term) with classmates, students, friends, or co-workers	personal experience as an ELL him/herself (or as a parent of an ELL) in K-12 schools OR sustained interactions (of at least one year) while serving as a teacher/tutor
3. Why is the candidate interested in earning an ESOL endorsement?	does not indicate any personal interest	focuses on immediate practical reasons, such as job search	includes personal learning goals	student-focused AND asset-based
4. How does candidate discuss the impact of diversity on K-12 schools?	focuses on negative impacts	general answer that lacks depth/specificity	includes impact on teachers or students AND some indication of asset-based view	includes impact on teachers and students AND response is asset-based
5. What does the candidate state it means to be a culturally-responsive educator?	advocates hostile or deficit-based view of culture	general answer that lacks depth/specificity	reasonable and thoughtful response that includes multiple factors and/or specific examples AND some indication of asset-based view	student-centered AND asset-based

Appendix D: ESOL Portfolio Guidelines

Portfolio Guidelines

The purpose of the ESOL portfolio is as a summative assessment, requiring you to demonstrate what you have learned throughout the other ESOL coursework and encouraging reflective practice. The portfolio is split into five sections.

During the internship term, you will submit portfolio assignments on the ED 410/510 ESOL Internship's Canvas site to receive instructor feedback. At the end of the term, all five parts will be evaluated on Taskstream by both your ESOL Internship instructor and a second faculty member who is affiliated with the ESOL Endorsement Program.

Portfolio, Part A: Context

The first part of this portfolio is about getting to know your school and students. You will select three focal students for the internship. You will also process what it means to practice culturally and linguistically sustaining pedagogy, given your specific class context.

Evidence: written explanations

- A-1 Describe the school context and class profile.
- A-2 Describe the educational background and characteristics of three focal students.
- A-3 Explain the instructional implications of this contextual information.

Portfolio, Part B: Instruction

The second part of your portfolio is perhaps the most important. It is based on two formal observations by your university field supervisor. You will complete the process twice.

Evidence: written explanations and two lesson plans

- B-1 Write thorough lesson plans.
- B-2 Differentiate instruction for students' English language proficiency levels.
- B-3 Justify your instructional decisions based on ESOL theory.

B-4 Explain how you will adjust your instruction based on student performance and post-observation dialogue.

Portfolio, Part C: Assessment

The third part of your portfolio is about demonstrating how you assess English learners and use the data to inform instruction.

Evidence: written explanations and focal students' assessments

C-1 Use a variety of assessments that are appropriate for English learners.

C-2 Analyze assessments for your focal students.

C-3 Explain how you use assessment data to inform future instruction.

Portfolio, Part D: Professionalism

The fourth part of your portfolio is focused on demonstrating professionalism primarily through collaboration and family engagement.

Evidence: written explanations

D-1 Describe collaboration and family engagement observed/completed during the internship.

D-2 Describe additional ideas, opportunities, and goals related to professionalism.

Portfolio, Part E: Reflection

The final part of your portfolio is reflecting on the internship as a whole.

Evidence: written explanations

E-1 Reflect on what you learned from the internship experience.

E-2 Explain your ESOL-related goals beyond the internship.

Internship Team Evaluation

Please use blue or black ink.

Candidate _____ OSU ID # _____

Instructions: The information reported on this form presents summary judgments about the endorsement candidate's performance during the ESOL Internship. Completion of the internship requires verification of satisfactory performance by both the university supervisor and the ESOL cooperating teacher (as indicated by a scaled score of at least 3) in all six domains below. Each domain receives one circled score, using this scale:

0 = No Evidence	1 = Significantly Below Standard	2 = Progressing Toward Standard	3 = Meets Standard	4 = Exceeds Standard
-----------------	-------------------------------------	------------------------------------	--------------------	-------------------------

(1) **Language:** Apply language acquisition theories and research, as well as knowledge of language as a system, to improve ESOL and bilingual students' abilities to use English for social and academic purposes.

- Applied knowledge of language acquisition to help ESOL students develop a range of oral and literacy skills in English. *
- Discussed students' language proficiency levels using linguistic terms.
- Demonstrated proficiency in English* and serve as a good language model for students.

Scaled Score: 0 1 2 3 4

Comments:

* Include Spanish for candidates teaching in Spanish as part of a Spanish-English bilingual program.

(2) **Culture:** Apply major concepts and research related to the nature and role of culture to construct supportive learning environments for ESOL and bilingual students.

- Created a supportive learning environment that reflects an understanding of difference, power, and discrimination issues for ESOL and bilingual students.
- Demonstrated sensitivity to cultural values and beliefs, as well as the impact of students' socioeconomic status, native language, race, religion, class, national origin, disability, gender, and educational history on learning and teaching.
- Communicated a teaching philosophy that embraces a social justice and asset-based perspective.

Scaled Score: 0 1 2 3 4

Comments:

(3) **Planning, Implementing, and Managing Instruction:** Use ESOL-adapted instructional practices and strategies that integrate standards-based English language proficiency and content-area objectives.

- Planned instruction based on students' language proficiency, students' prior knowledge, and English language proficiency (ELP) standards.
- Taught to complimentary, standards-based content and language objectives.
- Incorporated culturally responsive, age-appropriate and linguistically accessible activities that developed authentic uses of language and integrated listening, speaking, reading, and writing.
- Used ESOL-adapted (sheltered) strategies to scaffold learning.
- Helped students develop effective language learning strategies.

Scaled Score: 0 1 2 3 4

Comments:

(4) **Assessment:** To inform instruction, effectively implement a variety of standards-based assessment tools and techniques that demonstrate an understanding of assessment issues for ESOL and bilingual students.

- Demonstrated understanding of the limitations of assessment situations and made accommodations for ESOL and bilingual students.
- Using multiple sources, assessed ESOL and bilingual learners' progress in terms of ELP and content standards, lesson/unit objectives, and ELP levels.

Scaled Score: 0 1 2 3 4

Comments:

(5) **Professionalism:** Demonstrate a willingness and ability to serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families.

- Developed a disposition as an ethical, reflective practitioner.
- Demonstrated a willingness and ability to work with classroom/core-content teachers, ELD specialists, educational assistants, and other staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school.
- Demonstrated a willingness and ability to build partnerships with students' families.

Scaled Score: 0 1 2 3 4

Comments:

(6) **Technology:** Use technology to enhance learning and professional productivity.

- Used available technology to support students' learning activities and to enhance professional productivity.

Scaled Score: 0 1 2 3 4

Comments:

General Comments

Areas of Strength:

Areas for Growth:

Attach another paper if necessary.

Required Signatures

ESOL Cooperating Teacher (print name)	Signature	Date
[Optional] Other Cooperating Teacher (print name)	Signature	Date
University Supervisor (print name)	Signature	Date
Endorsement Candidate (print name)	Signature	Date



Toshiko Maurizio
Director of Multilingual Programs
(503)356-3755
18640 NW Walker Road, Suite B.
Beaverton, OR. 97006



February 26, 2019

To whom it may concern:

The Beaverton School District strongly supports Oregon State University College of Education's proposal to offer an English for Speakers of Other Languages (ESOL) Graduate Certificate.

We recognize that this proposal would formalize OSU's current ESOL endorsement program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

Our school district enrolls more than 5,000 English learners, the second-highest total across Oregon districts, and ensuring their success is central to our mission. Earning an ESOL endorsement/Graduate Certificate enables our teachers to more effectively educate English learners, thereby supporting our district in meeting our strategic goals.

Beaverton School District is pleased to have a strong partnership with the OSU College of Education, and we look forward to continuing that collaboration through the ESOL endorsement/Graduate Certificate.

Sincerely,

A handwritten signature in blue ink, likely belonging to Toshiko Maurizio.

Toshiko Maurizio
Administrator for Multilingual Programs
Beaverton School District



February 21, 2019

To whom it may concern:

The Corvallis School District strongly supports Oregon State University College of Education's proposal to offer an English for Speakers of Other Languages (ESOL) Graduate Certificate.

We recognize that this proposal would formalize OSU's current ESOL endorsement program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

Corvallis has a longstanding partnership with Oregon State University's College of Education. We have many teachers across our school district who have earned their ESOL endorsement at OSU. Given our district's strategic focus on fostering equity in our schools, it is crucial that teachers are fully prepared to effectively educate the emergent bilingual students in their classrooms, and the ESOL endorsement/ESOL Graduate Certificate fills this crucial need. We particularly appreciate that ESOL coursework is delivered via Ecampus, enabling busy teachers to successfully complete cases in an asynchronous format.

We look forward to our continued partnership with the OSU College of Education as a whole and with the ESOL endorsement/Graduate Certificate program, specifically.

Sincerely,

Marcianne Koetje

Marcianne Rivero Koetje
ELL and Equity Coordinator
Corvallis School District
Marcianne.koetje@corvallis.k12.or.us



Oregon State
University

Ecampus

Oregon State University
4943 The Valley Library
Corvallis, Oregon 97331

Graduate Certificate in English for Speakers of Other Languages MOU

College of Education
Prepared 3/7/19

OSU Ecampus welcomes the opportunity to partner with College of Education to make a Graduate Certificate in English for Speakers of Other Languages, available to students fall 2019.

The following MOU provides an overview of the partnership expectations of the College of Education, hereafter referred to as “the College”, and the support and services Ecampus provides.

Program coordination

The College agrees to ensure there is sufficient coordination between the department and Ecampus. It is the responsibility of the academic unit to provide for ongoing administrative support for these options.

Program coordinator:

Tiffany Palaniuk, ESOL/Dual Language Endorsement Lead, College of Education

Ecampus Support

Ecampus will assign the academic programs manager to be the key contact for the College. The academic programs manager will work with program personnel to coordinate efforts within Ecampus, The College will ensure a continuous relationship with the academic programs manager and keep them informed of any impactful changes within the program.

Marketing and Enrollment Services (MES)

Whether it's through the Ecampus website, an inspiring story or a friendly phone call or email, the Ecampus Marketing and Enrollment Services team helps connect prospective online students with Oregon State.

- Upon curricular review and approval, the Ecampus MES team will develop a program microsite (hosted on the Ecampus website) and will follow up with prospects through individualized and automated communications.

Course delivery

Ecampus provides scheduling and proctoring support for course delivery every term.

Term of Offer: Students may enroll in the online options starting in **fall 2019**


Program maintenance

A major factor in continued excellence is the maintenance and refreshment of courses and the English for Speakers of Other Languages program. As part of maintenance, the College commits to the following:

- Course redevelopment cycles every 3-5 years to ensure course material is current, relevant, and maintains curricular alignment (Ecampus has a proposal process and offers course development funding, training, and support for the redevelopment of courses.)
- Regular check-ins, coordinated through the Ecampus academic programs manager, to ensure marketing and recruitment, advising, student services, and course offerings are current and effective
- Communicate with Extended Campus' academic programs manager as changes to the program are being proposed

Signatures

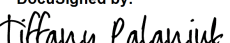
Signatures below indicate acceptance of these terms and conditions. Signatures also indicate that identified personnel (coordinators, advisors, course developers, Ecampus staff, etc.) will be notified of their responsibility in meeting the expectations outlined within this MOU.

DocuSigned by:

 158BFDEF6015477...

3/15/2019 | 15:37:23 PDT

Karen Thompson, Program Chair
 College of Education


Date

DocuSigned by:

 D5ACA2D276174EF...

3/15/2019 | 10:24:37 PDT

Tiffany Palaniuk, Program Lead
 College of Education

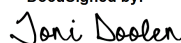
Date

DocuSigned by:

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3/14/2019 | 14:39:16 PDT

Jennifer Bachman, Director of Programming
 and Operations, College of Education

Date

DocuSigned by:

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3/16/2019 | 16:15:40 PDT

Toni Doolen, Dean
 College of Education

Date

DocuSigned by:

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3/26/2019 | 08:03:02 PDT

Lisa L. Templeton, Associate Provost
 OSU Extended Campus

Date



22 April 2019

Toni L. Doolen, Dean
College of Education
Oregon State University
Toni.doolen@oregonstate.edu

Dean Doolen:

Thank you for taking the time to discuss your proposal for an English for Speakers of Other Languages (ESOL) Graduate Certificate. The University of Oregon's College of Education supports Oregon State University College of Education's proposal to offer an ESOL Graduate Certificate.

We recognize that this proposal would formalize OSU's existing ESOL endorsement program, which is approved by the Oregon Teacher Practices and Standards Commission, as a Graduate Certificate at OSU.

As one of the many other institutions of higher education in the state that offers an ESOL endorsement, we are pleased to continue to work alongside OSU to prepare teachers to serve the state's increasingly diverse student population.

Sincerely,

R.W. Kamphaus, Ph.D.
Professor and Dean

Julie D. Wren, Ph.D.
Assistant Dean Accreditation & Assessment

Office of the Dean

1215 University of Oregon, Eugene OR 97403-1215
541-346-3405 | FAX 541-346-5818 <http://education.uoregon.edu>



ACCESSIBILITY

New Program Proposal (Degree or Certificate)

Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

For questions and assistance with addressing access, please contact:

[Disability Access Services](#) (541-737-4098) or the [Office of Equal Opportunity and Access](#) (541-737-3556)

Title of Proposal:

English for Speakers of Other
Languages Graduate Certificate

Date:

April 12, 2019

School/Department/Program:

ESOL / Dual Language

College:

College of Education

- ✓ Accessibility (<https://accessibility.oregonstate.edu/policies>)
- ✓ Faculty Guidelines (<http://ds.oregonstate.edu/facultyguidelines>)
- ✓ Information Technology Guidelines (<https://accessibility.oregonstate.edu/ITpolicy>)

By signing this form, we affirm that we have reviewed the documents listed above and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

DocuSigned by:

Karen Thompson

Sign (School/Department/Program Director/Chair/Head)

Karen Thompson

Print (School/Department/Program Director/Chair/Head)

4/12/2019 | 11:11:42 PDT

Date

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Graduate Certificates in Dual Language and ESOL Education
Title of Proposal

Education
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☐ marginally adequate to support the proposal
☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:
\$

Ongoing (annual):

Comments and Recommendations:

Date Received: 02/25/19

Date Completed: 02/28/19

Laurel Kristick
Collection Assessment Librarian

Signature

Kerri Goergen-Doll
Head of Collections & Resource Sharing

Kerri Goergen-Doll
Signature

3/8/19
Date

Faye A. Chadwell
Donald and Delpha Campbell
University Librarian and
OSU Press Director

Faye A. Chadwell
Signature

3/8/19
Date

Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate Graduate Certificate Programs in ESOL and Dual Language

This Oregon State University Libraries and Press (OSULP) assessment reviews the print monographic, e-book, and electronic serials collections needed to support two proposed programs, a graduate certificate in English to Speakers of Other Languages (ESOL) and a graduate certificate in Dual Language.

Summary of Recommendations

As both of the proposed graduate certificates are online-only programs, the electronic collections of OSULP and the services providing access to print resources are key to supporting the proposed programs. OSULP collections and services are adequate to support the proposed graduate certificate programs.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSULP's print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the monograph collection with peer institutions with a program similar to the one proposed. Overall OSU's ranks 4th of 6 and is below the median collection size. However, this comparison does not include the number of electronic books available in the relevant subjects, which bring the monograph collection into an adequate size.

Table 1. Monograph Comparison with Peer Institutions.

Subject terms	OSU	Western Oregon Univ.	Univ. Georgia	Univ. Central Florida	American Univ.	Grand Canyon Univ.	OSU Rank
Bilingualism in children	22	10	116	68	41	1	4
Education, Bilingual	299	159	703	581	269	31	3
English language--Study and teaching as a second language	9	2	50	38	28	4	4
English language--foreign speakers	260	187	1,071	858	536	71	4
Language acquisition	235	140	1,074	591	413	36	4
Language and education	80	31	320	194	119	12	4
Language and languages--Study and teaching	297	126	1,508	667	510	48	4
Linguistic minorities--education	52	28	106	89	53	9	4
Multilingualism	62	7	372	141	118	10	4
Second language acquisition	146	77	883	490	337	31	4
Total	1,186	617	5,007	2,940	1,982	197	4

The growing availability of e-books makes it possible to expedite access to more information from various locations. Students are able to access the books from their computer or mobile device at any

time. The library currently has over 17,000 e-books on education, over 3,000 e-books on linguistics, and almost 1,300 e-books in the above subject areas listed.

Streaming media is becoming more important in teaching and learning, and OSULP has a decent collection of streaming videos, including over 11,800 education-related videos, 11 linguistic videos, and 347 videos on the identified subject areas.

OSU is well served by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Serials/Journals

The OSULP maintain an adequate collection of journals appropriate for this proposed program. A list of key journals for this program was developed using the subject headings used for the monograph analysis, supplemented with relevant titles from the Journal Citation Report in the categories of Education and Education Research and Linguistics. See Appendix A for the full list of 67 journals.

OSU Libraries has current subscriptions to 55 of these titles (82 %), and delayed access to an additional eight titles. Only three journals are not available through OSULP's collections, and there have been no inter-library loan (ILL) requests in the past two years for those titles.

There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs (these journals are only available after a 12-18 month delay). The library will monitor usage of inter-library loan (ILL) for titles under embargo and those with no access to determine whether usage justifies the acquisition of additional journals.

Indexes and Databases

The core indexes to the relevant information for this program are listed in Table 2. The OSULP maintain access to all, as these are core to many of OSU's primary research areas.

Table 2. Current Indexes and Databases

Database	Years Covered	Description
ERIC	1966-present	Index to research articles, government and independent reports, and conference papers covering all areas of education
Educators Reference Complete	1980-present	Full-text access to over 1,100 periodicals in education
Education Research Complete	Varies by title	Covers all levels of education and all educational specialties, including multilingual education
PsycInfo	1887-present	Index to journal articles, series and books for all areas of psychology

Database	Years Covered	Description
Professional Development Collection	1984-present	Highly specialized collection especially for professional educators
Sociological Abstracts	1963-present	Index to articles in sociology, social work and other social sciences

Key library services & librarian expertise

Library faculty help students develop information literacy skills--the ability to locate, evaluate, and use information effectively--and help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. More information on library instruction is available at <https://library.oregonstate.edu/instruction-services>.

The Library Liaison for the College of Education is Brooke Robertshaw. Liaisons are library faculty members that monitor the strategic directions and priorities of college and programs, and are a conduit to the expertise and services of the OSU Libraries.

Ecampus programs are also supported by the Ecampus librarian, who supports instructors and students in the use of library resources and services, including custom research guides and webinars on demand. See the Ecampus Library Services guide at <https://guides.library.oregonstate.edu/c.php?g=285892&p=1906544> for more information.

The OSULP Collection Council maintains the libraries' collections. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Laurel Kristick
February 28, 2019

Appendix A. Dual Language and ESOL Journals

Journal Title	ISSN	Journal Impact Factor	OSU Holdings
Advances in language and literary studies : AL&LS	2203-4714		2010-present
Apprentissage de langues et systèmes d'information et de communication : ALSIC	1286-4986		1988-present
Asian EFL journal	1738-1460		2002-present
Asian-Pacific journal of second and foreign language education	2363-5169		2016-present
Beyond Words : a journal on applied linguistics and language education	2338-6339		2013-present
Bilingual research journal	1523-5890		1992-present
Bilingualism-language and cognition	1366-7289	2.707	
Cahiers de L'ILOB = OLBI working papers	1923-2489		2010-present
CATESOL news /	1070-387X		2003-present
Contemporary online language education journal	2146-4200		2011-present
Dialog on language instruction	1058-3858		2000-present
EduLite : Journal of English education, literature, and culture	2528-4479		2016-present
Electronic journal of foreign language teaching	0219-9874		2004-present
Elope	2386-0316		2004-present
ELT journal	1477-4526	1.276	2007-2009
English for specific purposes	1873-1937	1.362	1995-present
English language teaching	1916-4750		2008-present
English teaching forum : online	1559-663X		2001-present
English teaching forum	0425-0656		1993-present
ESL magazine	1098-6553		2008-2010
Essential teacher : ET	1545-6501		2003-2009
Ethical lingua : journal of language teaching and literature	2540-9190		2015-present
European English messenger	0960-4545		2012-2015
Forum : a journal for the teacher of English outside the United States	8755-0393		1993-present
GEMA online journal of language studies	2550-2131		2001-present
Gist	2248-8391		2007-present
How : a Colombian journal for English teachers	0120-5927		2009-present
Indonesian EFL journal : journal of ELT, linguistics, and literature	2460-2604		2015-present
International journal of bilingual education and bilingualism	1367-0050	1.765	
International journal of bilingualism	1367-0069	1.463	1999-present
International journal of English studies	1989-6131		2001-present
Internet TESL journal			1995-2010
Issues in applied linguistics : IAL	2379-4542		1990-present
JELE : journal of English language and education	2541-6421		2015-present

Journal Title	ISSN	Journal Impact Factor	OSU Holdings
Journal of ELT research	2527-7448		2016-present
Journal of English education and linguistics studies	2503-2194		2014-present
Journal of language & education	2411-7390		2015-present
Journal of language and cultural education	1339-4584		2013-present
Journal of language teaching and research	2053-0684		2010-present
Journal of language teaching, linguistics and literature	0128-5157		2006-present
Journal of linguistics and language teaching : JLLT	2190-4677		2010-present
Journal of second and multiple language acquisition	2147-9747		2013-present
Journal of second language writing	1873-1422	3.324	1995-present
L2 journal : an electronic refereed journal for foreign and second language educators	1945-0222		2009-present
Language and Education	0950-0782	1.262	1995-present
Language learning	0023-8333	1.655	1960-2006 (print); 2007 (online)
Language learning & technology	1094-3501	2.113	1997-present
Language teaching research	1362-1688	2.086	1999-present
Latin American journal of content & language integrated learning	2322-9721		2008-present
Linguistic approaches to bilingualism	1879-9264	1.349	
Modern English teacher	0308-0587		2008-2010
NYS TESOL journal	2332-8541		2014-present
Premise : journal of English education	2442-482X		2015-present
PROFILE issues in teachers' professional development /	2256-5760		2015-present
Research papers in language teaching and learning	1792-1244		2010-present
Second language research	1477-0326	1.239	1997-present
Studies in second language acquisition	1470-1545	2.702	2006-2011
Studies in second language learning and teaching	2084-1965		2011-present
TESL Canada journal = Revue TESL du Canada	1925-8917		2004-present
TESL reporter	0886-0661		1967-present
TESL-EJ : teaching English as a second or foreign language	1072-4303		1995-present
TESOL quarterly	1545-7249	2.256	1967-present
The CATESOL journal /	1535-0517		1997-present
The EUROCALL review	1695-2618		2008-present
Working papers in applied linguistics and TESOL	2576-2907		2001-present
Working papers in TESOL & applied linguistics	1936-7384		2001-present

**New Graduate Certificate Proposal
College of Education**

ESOL / Dual Language Faculty Credentials

Name of faculty member	Highest degree awarded	Professorial rank	Area of involvement in proposed graduate certificate
Dr. Karen Thompson	Ph.D. in Educational Linguistics	Associate Professor	
Dr. Kathryn Ciechanowski	PhD in Educational Studies: Language, Literacy, and Culture	Associate Professor	
Dr. Soria Colomer	Ph.D. in Language and Literacy Education	Assistant Professor	
Holly Boyd-Berman	Master's in Applied Linguistics	Full-time Instructor	
Sharon Sánchez-Aragón	M.S. in Education (emphasis in ESOL, Bilingual Education, and Language Acquisition)	Full-time Instructor	
Cheridy Aduviri	M.A. in English	Full-time Instructor	
Nelly Patiño-Cabrera	Master's in Elementary Education	Half-time Instructor; Half-time Grant Coordinator	
Tiffany Palaniuk	M.A. in Teaching; M.S. in ESOL and Linguistics	Part-time Instructor; Part-time academic coordinator	Oversee certificate marketing, application review, scheduling, advising, and reporting.

Additional faculty resources in College of Education

Name of faculty member	Highest degree awarded	Professorial rank	Area of involvement in proposed graduate certificate
Claire Meints	Coordinator of Communications and Marketing	B.A. in Political Science	Collaborating with ESOL/Dual Language Lead on marketing and outreach efforts
Gosia Wojtas	Graduate Administrative Program Assistant	B.S. in Business	Collaborating with ESOL/DL Lead on application management and scheduling

Sue Helback	College Coordinator	M.S. in Natural Resources	Collaborating with ESOL/DL Lead on hiring and scheduling
Nell Winokur O'Malley	Director of Licensure	MAT in Elementary Education	Collaborating with ESOL/DL Lead and ESOL/DL Chair on accreditation and state licensure matters
Dr. Randy Bell	Associate Dean of Academic Programs	PhD in Science Education	Collaborating with ESOL/DL Lead and ESOL/DL Chair on graduate program reviews
Dr. Toni Doolen	Dean	PhD, Industrial and Manufacturing Engineering	Ultimate oversight of ESOL Graduate Certificate Program



Oregon State
University

Capital Planning and Development

Oregon State University
3015 SW Western Blvd
106 Oak Creek Building
Corvallis, Oregon 97331

P 541-737-5412
F 541-737-4810
cpd.oregonstate.edu

3/5/2019

Jennifer Bachman, PhD
Director of Programming and Operations
College of Education
Oregon State University
201-B, Furman Hall, Corvallis OR 97331
541-737-1819
jennifer.bachman@oregonstate.edu

Dear Jennifer,

We appreciate the opportunity to review the College of Education proposal to offer a new instructional program leading to a Graduate Certificate in English for Speakers of Other Languages. Per our review of the documentation provided, we understand that the program will require no immediate additional space to accommodate new faculty, instructional, research, student support and administrative functions.

From the Cat 1 proposal all core curriculum courses will be taught online with no on-campus classroom space necessary. Existing faculty will be used to teach the courses need to attain this Graduate Certificate in English for Speakers of Other Languages.

Given that your proposal outlines that no new space will be need to complete the Graduate Certificate in English for Speakers of Other Languages, Capital Planning and Development supports this proposal.

Sincerely,

Libby Ramirez
University Architect/Manager, Capital Resources
Oregon State University

Eric Smith
Management Analyst / Space Management
Oregon State University

Program Information				
Program:	English to Speakers of Other Languages / Dual Language			
College or Administrative Division:	College of Education			
Subunit(s)	Teacher Licensure Unit			
Report Submitted By:	Tiffany Palaniuk, ESOL / Dual Language Endorsement Lead and Instructor			
Email address:	Tiffany.palaniuk@oregonstate.edu			
Date Submitted:				
Assessment Period:	AY2019-2020			
Due Date:	April 15, 2020			
	University: Graduate Learning Outcomes (GLOs) for Master's students (approved by Faculty Senate on April 13, 2011)			Program Level Student Learning Outcomes (add additional columns if needed)
Outcomes: University and program level student learning outcome (GLO)	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Increase the completion rate for all students, including racially and ethnically diverse students
Outcomes: What year was this program level learning outcome developed or most recently changed?	NA	NA	NA	NA
Assessment Method				

Assessment Method¹: List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. For additional guidance see: https://apa.oregonstate.edu/assessment/annual-program-assessment-report-faqs	Direct Measures: <ul style="list-style-type: none">Portfolio (teacher performance assessment: 4-scale scoring guide (all 5 parts))	Direct Measures: <ul style="list-style-type: none">National Evaluation Series (NES) - ESOL Exam (criterion-referenced standardized assessment) Indirect Measures: <ul style="list-style-type: none">Cumulative GPA for 6 ESOL CoursesInternship Team Evaluation:4-scale scoring guide w/6 criteria	Direct Measures: <ul style="list-style-type: none">Portfolio: Part E: Reflection scoring guide Indirect Measures: <ul style="list-style-type: none">ESOL Application: 4-scale rubric to evaluate Professional DispositionsInternship Evaluation Form: Part 5: Professionalism Scoring Guide	Direct Measure: <ul style="list-style-type: none">Oregon Educator Equity Report
Assessment Method: Has this assessment method changed since the last reporting cycle? Yes or No. Explain any changes.	<ul style="list-style-type: none">New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">New certificate program; first reporting cycle has not occurred
¹ In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year.				
Benchmark for evaluating satisfactory achievement of learning outcome				
Benchmark²: What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students?	<ul style="list-style-type: none">Portfolio: 90% students score minimum of 3 on every criterion	<ul style="list-style-type: none">ESOL exam: 90% of students score 220 or higherESOL Coursework GPA: 90% of students meet at least the minimum satisfactory cumulative GPA of 3.0Internship Team Evaluation: 90% of student score 3 on all 6 criteria	<ul style="list-style-type: none">Portfolio-Part E: 90% of students will score 3.0/4.0 on ESOL Portfolio rubricESOL Application: A student must score of 3.0/4.0 on every criterion for acceptanceInternship Team Evaluation Form, Part 5 Professionalism Scoring Guide: A student must score a 3.0 / 4.0	<ul style="list-style-type: none">Oregon Educator Equity Act: 80% Completion Rate for racially and ethnically diverse students

Benchmark: Describe any changes to the benchmark or milestone since the last reporting cycle.	<ul style="list-style-type: none">• New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">• New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">• New certificate program; first reporting cycle has not occurred	<ul style="list-style-type: none">• New certificate program; first reporting cycle has not occurred
Process used for gathering assessment data				
Process: Describe the <u>data collection process</u> (e.g., Who is involved? How is the data collected?)	<ul style="list-style-type: none">• The Portfolio is scored by two ESOL/Dual Language (DL) faculty members of College of Education	<ul style="list-style-type: none">• Students submit official NES ESOL exam scores to Endorsement/DL Lead; scores are stored in College database and in TaskStream• ESOL/DL Endorsement Lead monitors students' GPAs twice per quarter and maintains updated records in College database• Internship Team Evaluation is scored by a university supervisor and cooperating teacher at the end of Internship; scores are entered, reconciled and stored in TaskStream	<ul style="list-style-type: none">• The Portfolio is scored by two ESOL/DL faculty members of College of Education; scores are entered, reconciled and stored in TaskStream• ESOL application is scored by two ESOL/DL faculty; scores are entered, reconciled and stored in TaskStream• Internship Evaluation is scored by student's university supervisor and cooperating teacher at the end of internship; scores are entered, reconciled and stored in TaskStream	<ul style="list-style-type: none">• ESOL / DL Endorsement Lead maintains a program-specific student database in conjunction with Endorsement Leads and College Coordinator. Information is taken from university student records database and tracks biographical information and enrollment data. ESOL/DL Endorsement Lead monitors checkpoints to degree completion for each student and compares completion rates across endorsement strands• Program Chair and Program Lead complete annual analyses to track progress both quantitatively and qualitatively

What do the data show about student learning?				
Results: What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success.	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation
Actions				
Actions: Describe any <u>course-level</u> (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines.	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation
Actions: Describe any <u>program or degree-level changes</u> that are an outgrowth of the current year's assessment of this outcome. Include timeline.	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation	• Too early for evaluation
Full-Cycle Impact				

Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome.	<ul style="list-style-type: none">Too early for evaluation	<ul style="list-style-type: none">Too early for evaluation	<ul style="list-style-type: none">Too early for evaluation	<ul style="list-style-type: none">Too early for evaluation
Process				
Process: Describe the process the program used to reflect on the outcome data.	<ul style="list-style-type: none">New certificate program; too early for evaluation			
Process: Were there any challenges or concerns?	<ul style="list-style-type: none">New certificate program; too early for evaluation			
Process: How are the results of your assessment effort related to strategic planning and overall program review?	<ul style="list-style-type: none">New certificate program; too early for evaluation			
Process: Are there specific data archiving notes for the outcome(s) you are reporting on in this report?	<ul style="list-style-type: none">New certificate program; too early for evaluation			
Plans				

Describe the unit’s (or sub-units)
assessment plans for the upcoming year.

- Participation in the TSPC Spring Consortium Meeting: State leaders from school districts, teacher preparation programs, Cooperating Teachers and community members review and compare data obtained from the results of the national teacher performance assessment. Consortium is also a venue to exchange information with similar institutions to track trends, identify challenges, and anticipate future needs for students.
- Completion of the “Title II A Supporting Effective Instruction Report” per the national Elementary and Secondary Education Act (ESEA): All teacher education programs will set program goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.
- Participation in professional development focused on data: To prepare for an upcoming CAEP Program Review, all faculty members will participate in 15 hours of professional development in data literacy and data collection.
- Participation in a college-wide “data summit”: All Licensure faculty members will participate in a “data summit” with area field partners to formalize the data-driven decision-making process.

Email from Ecampus Liaisons

From: "Curry, Erica Noel" <Erica.Curry@oregonstate.edu>

Date: Tuesday, April 9, 2019 at 9:37 AM

To: "Palaniuk, Tiffany" <tiffany.palaniuk@oregonstate.edu>

Cc: "Riggs, Shannon" <Shannon.Riggs@oregonstate.edu>, "Bradoch, Alfonso" <Alfonso.Bradoch@oregonstate.edu>, "Nave-Abele, Janice Lorie" <Janice.Nave-Abele@oregonstate.edu>

Subject: FW: Request for Review and Feedback: Category 1 Proposal

Hi Tiffany,

Thank you for reaching out. Ecampus supports both new online graduate certificates:

- Graduate Certificate in ESOL
- Graduate Certificate in Dual Language Education

Please note, the signature page of the MOUs for these can be uploaded in "Other Attachments" as well.

Thank you,
Erica

Erica Noel Curry, Academic Program Manager

Oregon State University | **Ecampus** | 541-737-78675

Pronouns: she/her/hers

OSU Ecampus is ranked No. 3 in the nation by [U.S. News & World Report](#)

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **ESOL Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date
Name and Title of Reviewer Penny Pinard, FAM

One-Time				
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track - A				
Faculty, fixed-term -B				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies				
Capital Equipment				
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program				
	-	-	-	-

Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
<i>non-CLA/MSI budgetary units</i>				
<i>Degree conferrals</i>				
Total Resources	-	-	-	-

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **ESOL Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date
Name and Title of Reviewer Penny Pinard, FAM

Recurring				
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track				
Faculty, fixed-term				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies				
Capital Equipment				
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses ---field trips/field study support				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	-	-	-	-

Resources				
Current Budget, unit				
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units (MSI)				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
<i>non-CLA/MSI budgetary units</i>				
<i>Degree conferrals</i>				
Total Resources	-	-	-	-

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: **ESOL Grad Certificate**

BUDGET PERIOD: From FY 20 to FY 23

Business Center ASBC Date 2/25/2019
Name and Title of Reviewer Penny Pinard, FAM

	Total			
	Year 1 (FY20)	Year 2 (FY21)	Year 3 (FY22)	Year 4 (FY23)
Personnel				
Faculty, Tenured/Tenure-track	-	-	-	-
Faculty, fixed-term	-	-	-	-
Sub-total, Faculty	-	-	-	-
Graduate Assistants	-	-	-	-
Support Staff	-	-	-	-
Fellowship/Scholarship	-	-	-	-
OPE	-	-	-	-
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed	-	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	-	-	-	-
Capital Equipment	-	-	-	-
Other Resources Subtotal	-	-	-	-
Physical Facilities				
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Check math	-	-	-	-
Total Cost of Program	-	-	-	-

Resources				
Current Budget, unit	-	-	-	-
Tuition (e campus, differential)	-	-	-	-
Institutional Reallocation from other budgetary units	-	-	-	-
Special State Appropriation	-	-	-	-
Federal Funds and other Grants	-	-	-	-
Fees/Sales	-	-	-	-
Foundation Endowment	-	-	-	-
Tuition remission (GA support)	-	-	-	-
Other, describe:				
<i>non-CLA/MSI budgetary units</i>	-	-	-	-
<i>Degree conferrals</i>	-	-	-	-
Total Resources	-	-	-	-

Revenue/Expense check 0 0 0 0

OSU BUDGET NARRATIVE - ESOL Graduate Certificate

Please provide details on Personnel, FTE directly supported by the budget and reallocation of personnel if appropriate

The ESOL Graduate Certificate will use existing Ecampus courses and instructors. There will be no need for new personnel. Our college FTE, salary rates, and OPE will remain the same with normal and reasonable rate increases already budgeted.

Personnel:

Faculty, Tenured/tenure-track: No new faculty, No budgetary impact.

Faculty, Fixed-term: No new faculty, No budgetary impact.

Graduate Assistants: No new GAs, No budgetary impact.

Support Staff: No new support staff, No budgetary impact.

OPE:

Tenured Faculty: No new faculty, No budgetary impact

Part-Time Faculty: No new faculty, No budgetary impact

Support Staff: No new support staff, No budgetary impact.

Other Expenses:

Library: (include supporting material from Library, and note if library expenses are one time or recurring)

Printed material: No new printed materials required. No budgetary impact.

Electronic material: No new electronic media required. No budgetary impact.

Services and Supplies: No new services or supplies required. No budgetary impact.

General Operating Costs: No new operating costs required. No budgetary impact.

Capital Equipment: No new software or equipment required. No budgetary impact.

Physical Facilities: No new facilities required. No budgetary impact.

Resources: Please identify and explain sources of all funds and highlight whether they are recurring or one time.

Current Budget: E and G funds and e-campus revenue will be used to support the new program and cover expenses. No new expenses are expected.

Tuition remission support (for Graduate Programs only) : Graduate school, Laurels and Block Grant awards and other Grants

Other: Describe other resources including endowments and any special appropriations.

Finally: Show that Expenses = or are less than Resources

The College of Education already offers the Ecampus courses that will compose the ESOL graduate certificate. We have been under-enrolled in these courses with expenses exceeding revenue annually. This graduate certificate should help increase our enrollment numbers to cover current expenses. No new expenses are expected and current resources will be used with better return on investment.