

Logan City School District ESL Endorsement

Participant Disclosure Statement

Philosophy: It is the philosophy of this ESL Endorsement Program that all participants meet the level of content competency by completing all requirements of the module in order to receive credit. Modules will be based on a Pass/Fail system, with the goal being to have every participant pass the class and redoing assignments until this level is achieved.

Program: The Logan ESL Endorsement Program consists of several modules that upon completion would fulfill requirements to apply for the Utah ESL Endorsement. **The credits given (18 semester house) are state approved in-service credits, NOT university credits, therefore are not transferable to any university.** Credits may, however, be used towards lane changes within each participating district according to their policies and negotiated agreements.

Requirements: Each module will have assignments that are unique to fulfilling the goals of that module. Modules will be rigorous and have a contact time ratio of 15 hours per 1 semester credit. Outside time will also be required. Attendance is mandatory for all sessions (a session is defined as 3 hours). If there is an emergency, the following procedures and policy is in place:

1. The participant must notify the instructor prior to the session.
2. One session missed will require make-up work that is the responsibility of the participant to obtain and turn in.
 1. After missing a second session, no credit will be awarded.
 2. The class instructor and program director will address extenuating circumstances.
3. Two unexcused tardies or times leaving class early (15 minutes) per module will be considered as one absence. Prior arrangements for missing sections of the module must be made with the instructor.

Professional Behavior: The Logan ESL Endorsement Program is committed to providing high quality professional development and instruction in these modules. We ask that the participants:

1. Leave cell phones turned off until break times or after class. No text messaging during class.
2. Leave all other tasks that aren't directly related to this module at home (this includes but is not limited to: correcting papers, doing cross stitch, playing games on Palm Pilots, etc.).
3. If you bring a computer to class for taking notes, please refrain from surfing the web, playing games or looking up sports scores.
4. Please find a babysitter for your own children. They should not attend class with you at any time.
5. Treat the instructor with the same respect you demand of the students in your classroom. Try to see yourself in the role of the student and be mindful of your off task behavior (talking with friends, throwing paper, disturbing the instructor's materials, etc.).
6. Support the instructor by letting your fellow participants know if their behavior is interfering with their learning.

Instructors will come prepared with interesting and timely information. We expect that participants will be involved in the module at all times to gain the maximum benefit of the instruction.

Complaints concerning individual participant's behavior may be sent to the program director by any instructor or class member. Upon receiving the first complaint the participant will receive a warning through their district coordinator. If such complaints continue, the participant will be asked to leave the program.

Gloria Skanchy, Program Director
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Module Requirements

(Total of 12.5 Credits)

Class time is from **4:00-7:30 p.m.** A light dinner will be included at the beginning of the class period. **Punctuality is a must.**

Family & Community Involvement in the Education of ELL's	(1.0)
Theories of Language Acquisition	(2.0)
Culturally Responsive Teaching	(1.0)
Assessment I for Linguistically Diverse Populations	(.5)
Curriculum & Materials for ESL Instruction	(1.0)
Instructional Strategies & Language Acquisition	(2.0)
Application of Research & Strategies in ESL Instruction Taken with Assessment II	(1.5)
Assessment II for Linguistically Diverse Populations Taken with Application of Research	(1.5)
Empowering Diverse Families I Saturday Workshop	(.5)
Empowering Diverse Families II	(.5)
REACH Training	(1.0)

Field Experience Requirements

(Total of 4.5 Credits)

The district coordinator will determine if assignments have met the requirements for each section of the Field Experience Requirements. All sections of the Field Experience should be compiled in the form of a portfolio following the order of assignments listed below. Projects are due on or prior to the Celebration Night. Credit for the Field Experience will then be submitted to the program director for posting on CACTUS. **Questions regarding the Field Experience Requirements should be directed to the district coordinator. Questions regarding the posting of credit should be directed to the program director.**

Instructional Practice in Adapting Materials for ELL's (1.5)

Study Groups of 5-6 members will be organized and members will select a Study Group Leader who will take roll, schedule meeting location and times, and report monthly to the district coordinator. The group will conduct a yearlong investigation involving an ESL subject of their own choosing. Specific guidelines for each monthly meeting will follow. Training on conducting action research will be given in November.

Action Research Project will be presented to the class on the end of year celebration night.

Study Groups will also be given the book Bridges Out of Poverty to read and discuss during the school year. Each group will be responsible to set their own reading schedule as to what chapters will be discussed during which months. Books will be distributed in class around the 1st of November.

Instructional Practice with Strategies and Language Acquisition (1.0) (Includes classroom observations and reflections)

The purpose of classroom observations is to collect data to aid the teacher in reflecting on their own teaching practices and notice any changes made during the time spent in the ESL Endorsement Program. Each participant in the ESL Endorsement Program will be involved in different types of classroom observations using the SIOP Observational Protocol.

COMPLETED IN THE FALL PRIOR TO NOVEMBER 1, 2008

Observation #1: A **district-selected person**, who has been trained to use the protocol, will conduct the first observation. This will be completed by the end of October and be by appointment. PLEASE NOTE: this is an observation not an evaluation. The participant will supply a lesson plan using the SIOP form provided that will be followed during the observation. A short post conference will follow the observation. **A copy of the protocol and lesson plan completed in this observation should be sent to the district coordinator by November 1, 2008.** PLEASE KEEP THE ORIGINAL AS YOU WILL NEED IT LATER IN THE YEAR.

Observation #2: Participants will **videotape themselves** teaching a lesson using the SIOP lesson plan. They will then use the SIOP Observational Protocol to collect information concerning their instruction on the video. **A copy of the protocol and lesson plan completed in this self-observation process should be sent to the district coordinator by November 1, 2008.** PLEASE DO NOT SEND VIDEO TAPES.

COMPLETED IN THE SPRING PRIOR TO JUNE 5, 2009

Observation #3: At the end of the school year, participants will conduct another classroom observation using the SIOP lesson plan and module. They may choose to do a self-observation with a new video taped session or schedule a time with the district person who came in the fall.

Upon completion of the last observation, participants will write a 2-3-page reflection paper contrasting and comparing their observations from the fall and spring observations. This is meant to be a personal view wherein their teacher can look objectively at the change that may have occurred in their teaching as a result of participation in the ESL Endorsement Program. **The reflection paper, the lesson plans and SIOP protocol from the spring observation are due to the district coordinator on or prior to the celebration night.**

Instructional Practice in Application of Research & Strategies (1.0)

Student profiles and portfolios will be completed as part of Assessment II and Applications of Research & Strategies course work. Copies of student work are preferred over originals, so that original student work can be returned to them. Portfolios and Profiles will be turned into the instructor of that class according to the dates established by them.

Instructional Practice in Culturally Responsive Teaching (1.0)

Participants will complete a reflective journal throughout the yearlong endorsement program. The writing prompt will be e-mailed to participants around the end of each module requiring a journal entry. Journals will be turned into the District Coordinator on the Celebration Night after the last entry is made. Module evaluations are also included in the reflective journal. Please complete these after the module has been completed. They will be picked up at the beginning of the following module by the instructor.