New Program Proposal

The University of Georgia
College of Education
Department of Language and Literacy Education
Master of Arts in Teaching (MAT) in TESOL
Fall, 2007

CIP Code:

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Program Proposal
Master of Arts in Teaching
Teaching English to Speakers of Other Languages

Executive Summary

Objectives, Relevance, and Justification

In coming years Georgia faces a dire teacher shortage. With a growing school age population and the bulk of current teachers approaching retirement age, the state estimates that it will need 25,000 new teachers *annually* by 2010. Accordingly, in 2004 the University System of Georgia Board of Regents began a "double the numbers" initiative urging colleges of education to create new programs and increase the number of teachers graduating from Georgia colleges and universities.

Among the areas facing the most severe shortage is teaching of English to speakers of other languages (TESOL). The number of children who are English learners in Georgia's schools has increased by an astonishing 700% in the past decade and the number of teachers qualified to work with these students has simply not kept pace. In 2003, in response to this quickly escalating demand, the state Professional Standards Commission instituted a new initial teacher certification in TESOL.

Acting upon this new certification area, the Board of Regents' program priorities, and the College of Education's strategic plan, faculty in the Language and Literacy Education department propose to establish one of the state's first initial teacher certification programs in TESOL.

Current and prospective students have indicated overwhelming interest in an initial TESOL certification program. Over *one thousand* undergraduates have already completed a smaller three-course ESOL "endorsement" training program while earning teacher certification in other subject areas. When students in this program were surveyed in 2003, 25% indicated that they would have opted for an initial certification in TESOL instead if it had been available.

Curriculum and Resources

The program will take the form of a two-year Master of Arts in Teaching (MAT)(12 courses, 36 credit hours) plus additional professional training (12 credit hours, ELAN 5660 or 5760) required for teacher certification. Eight of the 12 MAT program courses are existing courses and four (ELAN 7501, 7502, 7503, and 7504) have already been created and approved especially for the program. The curriculum for the program is aligned with standards for teacher preparation of the national professional organization TESOL as well as with the Georgia state framework for teacher preparation.

The program builds upon our faculty's existing programs in TESOL, including an undergraduate TESOL minor, three TESOL endorsement courses, a Master of Education (M.Ed.) degree in TESOL designed for educators who already possess or do not require public school teacher certification, and concentrations in TESOL at the Ed.S. and Ph.D. level.

Current faculty contributing to the program include Professor Linda Harklau, Associate Professor Betsy Rymes, Assistant Professor Melisa Cahnmann-Taylor, and Assistant Professor Rebecca Callahan.

Fiscal and Enrollment Impact

At full capacity, the program will accept 25 students per year. These enrollments are expected to draw from over-enrolled majors such as elementary education. In addition, based on prospective student inquiries, we also expect to attract many students seeking second careers in teaching and students who wish to pursue a career in TESOL after post-baccalaureate experiences teaching English abroad (e.g., the JET program or Peace Corps). Existing faculty will each teach one to two courses per year in the program in addition to their existing duties in other TESOL-related degree programs. By its second year of operation, the program will require two new faculty lines, a 75% time academic professional with teaching and administrative duties, and three graduate assistantships. These are expected to be funded by a combination of faculty retirements and resignations within the College of Education and new graduate assistant funding provided by the Provost's office.

1. Program Abstract

Instruction in the field of English to Speakers of Other Languages (ESOL) has become one of the most important areas in U.S. education of the 21st Century. As the population of language minority speakers increases, P-12 schools face the challenge of educating many students who do not speak English. Therefore, teachers must be prepared with the knowledge and skills necessary to teach English to Speakers of Other Languages (ESOL) so that these children have equal opportunities to obtain education.

In response to the new certification area of ESOL that was approved by the Georgia Board of Regents in January 2003, The University of Georgia plans to address the need of teacher preparation in ESOL. The University of Georgia has never offered a Masters degree program with initial certification in Teaching English to Speakers of Other Languages (TESOL), although the number of multicultural classes on campus has increased the awareness of language minorities in society and schools. At a time when Hispanics have surpassed African Americans as the largest minority in the United States, and as the United States becomes increasingly part of a global community, increased cultural and linguistic training of prospective P-12 teachers has become essential.

Currently, the College of Education offers a Teaching English to Speakers of Other Languages add-on program that can accompany other certification degrees. It also offers an undergraduate minor in ESOL and a Master of Education degree with a concentration in ESOL. However, none of these degrees constitute official certification for TESOL instruction. The proposed Teaching English to Speakers of Other Languages MAT with initial certification degree, based in the Language and Literacy Education Department, is designed to build on these existing programs to bring a vital area of study to the University of Georgia.

The TESOL add-on was approved in 1991 and has already provided add-on certification to *over one thousand* students. The number of students seeking this add-on continues to steadily increase. Thirty-nine have received the endorsement just since January 2005 with sixty more enrolled in Fall 2006. The purpose of the new TESOL MAT is to provide a degree that expands upon the add-on, providing a core of classes within the Language and Literacy Education department. The department seeks to provide TESOL certification for masters students who are seeking initial teaching certification. The program is fully aligned with the national TESOL teacher preparation standards http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689 as well as the Georgia Framework http://www.gapsc.com/TeacherEducation/Rules/rules.asp (see pdf for General rules and procedures, 505-3-.18 as well as alignment with national TESOL standards, Appendix C).

The central core of the TESOL classes will be taught within the Language and Literacy Education Department by Professor Linda Harklau, Associate Professor Betsy Rymes, Assistant Professor Melisa Cahnmann, Assistant Professor Rebecca Callahan, and new personnel. The degree is primarily devoted to the study of linguistics and language acquisition, language teaching methodology, culture, content-based instruction for English language learners, assessment, language policy, and professional development.

All students will be required to take a core curriculum of 36 hours in the Language and Literacy Education Department and other departments. This 36-hour program (plus Special Education, Educational Psychology, and student teaching requirements) is based on the teacher certification requirements for the state of Georgia and reflects the TESOL Standards for teacher certification. In addition to the 36 credit hour MAT course of study, the program will include an additional 12 credit hours of professional field experience required for state teacher certification. The UGA multicultural requirement will be fulfilled by the planned program of study. Estimated enrollment, based on past interest in the TESOL minor and existing master's (M.Ed.) degree programs in ESOL and foreign language education, would suggest that the add-on would remain very popular, but the MAT with initial certification should attract 25 newly enrolled students per year. Given that our major focuses on teaching English to people from various cultures, we anticipate enrolling a culturally and linguistically diverse student population, enhancing the diversity of pre-service teacher candidates in the College of Education.

2. Objectives of the Program

We propose developing the expertise of educators involved in teaching English to speakers of other languages to help educators foster effective communication in diverse settings while respecting individuals' language rights. Through the development of the MAT in TESOL, we are enabling graduate students to receive thorough and appropriate educational opportunities in the discipline leading to initial certification. The proposed MAT in TESOL degree program meets specific goals and needs of the College and the University. The diverse classes of this program share the issues and pedagogical missions of the Humanities and Social Sciences. Our students will be trained in the theories of linguistics and second language acquisition; theories of culture, ethnic identity, and intercultural communication; language teaching methodology; principles of language assessment; language policy and planning; national and state regulations guiding the identification, placement, and exiting of English learners from ESOL classes; and professional development for critical and reflective practice.

Increasing demand for ESOL teachers in the P-12 setting in Georgia and nationally guarantees that a number of our students will find careers in the public school system. Additionally, the international market for teachers of English would provide a great number of possibilities for job placement. Not only will our graduates be more knowledgeable about the theory and pedagogy involved in teaching English to an international community, but they will also be well placed to help facilitate research and pedagogy that will contribute to global education in the future.

We seek to provide a mechanism to supply employees for public school systems and other education institutions. Georgia, like many other states is facing a severe teacher shortage. The Professional Standards Commission reported that while 13,084 teachers were hired in Georgia during 2002, less than one-fourth of this number (2,868) graduated from public or private Georgia colleges during that year. The Georgia Professional Standards Commission projects that the annual need for teachers will rise to 25,000 by 2010. This increase in demand for new teachers will result in part from a number of "baby boom" teachers reaching retirement

age and an increase in Georgia's school-age population. As a result of these forces, government leaders in this State are encouraging institutions of higher education to develop programs to train more teachers. The proposed MAT with initial certification in TESOL will address this need as ESOL has been identified by the Commission as having an implied shortfall in the state. This MAT will also meet the standards for Preschool-12 education as set forth by Teachers of English to Speakers of Other Languages, a professional organization, and the Georgia Professional Standards Commission.

3. Relevance of the Proposed Program to the University's Mission and Strategic Plan

As noted in The University of Georgia strategic plan, "From kindergarten through college, the education of Georgia's citizens is the first priority for Georgia and its flagship university. The task of building the 'good community' even when the economy is good and the citizens are prospering is perhaps Georgia's most acute challenge." The proposed program is designed to address these challenges by producing quality graduate certified teachers to help fill what is projected to be an ongoing critical teacher shortage in the state of Georgia. In particular, the proposed program will address the following:

Strategic Direction - Building the New Learning Environment

One component of the University of Georgia's Strategic Direction 1 is that "in order to build on the University's greatest strength, the quality of its teaching, The University of Georgia intends to become the finest teaching university in the country." The proposed program is designed to meet this directive in three ways:

First, the program will train teachers to provide quality educational services to individuals who do not speak English as a primary language. This degree program will accommodate the training needs of students from diverse backgrounds, as well as provisional teachers who are already in the classroom.

Second, the theme of diversity will be prominent in the proposed teaching certification program. In particular, student teachers will develop skills in assessing, planning, and implementing educational curricula that are respectful of diverse ethnic, racial, economic, and linguistic backgrounds. Student teachers will also be trained to use student guidance and family involvement practices that are respectful of diverse family structures and belief systems.

Third, students enrolled in the proposed program will learn how to structure educational programs that include instructional technologies. They will learn how to use technology to bring the outside world into their classrooms. Students will also learn how to use technology to communicate and work with families in a collaborative fashion.

4. Justification and need for the program

Societal need:

With the growing diversity in the United States, the need for ESOL teachers has become a pressing need in the public education system. Over 2.1 million students are identified as having limited English proficiency, which accounts for five percent of all public school students. Forty-two percent of all public school teachers have at least one English Language Learner (ELL) student in their classroom. While the need for ESOL teachers is widespread, only thirty percent of public school teachers who are instructing ESOL students have received training for teaching this student population, and less than three percent of teachers with limited English students have received a degree in ESOL or bilingual education.

In the state of Georgia, the ESOL populations have increased in the metropolitan areas of the state. In the last decade, the number of students enrolled in Limited English Proficiency programs has increased by 670%, while the total student enrollment increased 15%. While Spanish is the predominant native language of the ELL students in Georgia, many other languages are represented by this student population.There is a demonstrated need and interest for an MAT program leading to initial certification in TESOL, but no such degree program exists within the University System of Georgia.

Student demand:

The increasing enrollment in the TESOL endorsement classes proves an established interest in TESOL. One quantitative method of gauging student interest was a survey of Language and Literacy Education students that was administered in Spring 2003. The results indicated that 48 of the 123 graduate students surveyed would have been interested in a TESOL major for initial certification had the choice been available to them. We receive 15-20 queries every semester from prospective students who desire TESOL certification. They are disappointed to learn there is no such program yet in place at **any** University program in the state despite state certification approval in 2003. Recent classroom polls indicate that a minimum of one quarter of teacher certification students taking the ESOL endorsement classes would have chosen to complete an initial certification program in TESOL had it been available. Most of these students are currently enrolled in high demand majors in related areas of Elementary Education and English Education. The ESOL certification program will reduce high demand in Elementary and English education. This program will also be one of the first in the state to meet the pressing demand for TESOL certification.

Additional justification:

This degree program springs equally from student, faculty, and administrative interests. We have the most qualified faculty and best facilities in the state in place to launch a successful program to meet the demands of the state.

The TESOL program will meet this state-wide demand for teachers, especially those that can address the needs of the state's largest growing minority group. In Georgia, more than 60% of all Latinos are younger than 30, and one in 14 students in the state's public schools is Latino, according to estimates from La Raza, the largest U.S.-based Hispanic advocacy group.

Governor Perdue's Truth in Class Size Program requires the numbers of students in a classroom to be no more than 18 in Kindergarten and 23 in the low primary grades. This reduction creates an even greater demand for certified teachers in the state. The TESOL program will meet this demand.

Finally, the program will produce educators with a strong grasp of the national and state regulations that mandate identification of and special instruction for English learners. They will assure that Georgia schools are operating in compliance with these regulations.

Public and private institutions:

Teaching English to Speakers of Other Languages is a relatively new certification area in the state of Georgia. To our knowledge, this program would be the first of its kind in the state and will take a leadership role, serving as a model for other programs.

Process of Program Development

Our ongoing work in developing the TESOL certification program has demonstrated first that there is a core of faculty members on campus devoted to developing a certification program, and second that there is a very real interest among students to pursue a rigorous program in TESOL. Until recently, there was no such approved certification in Georgia. The state has approved certification but there are no programs to provide it. The TAL faculty have reviewed our course offerings and aligned them with the TESOL standards to identify gaps in our program to be met with new faculty and new coursework, and to provide a model certification program for the state (see Appendix C). This program proposal was first developed in 2003 but due to state budget concerns, we discontinued our pursuit of this program. In Fall 2005 we made major revisions to the proposal with input from Associate Dean Kathleen Demarrais.

5. Curriculum

The proposed TESOL MAT plus P-12 certification curriculum was designed to meet Georgia Professional Standards Commission, NCATE (National Council for Accreditation of Teacher Education), and TESOL (Teachers of English to Speakers of Other Languages, Inc.) guidelines for initial certification (see Appendix C). The curriculum will consist of 36 graduate credit hours (12 classes) for the M.A.T, plus an additional 12 hours of professional field experience required for state teacher certification. Below is an overview of course layout, faculty instructional roles, and student assessment plans for full time students completing the program in four semesters. We anticipate some applicants to the program will have fulfilled some of the course requirements through previous coursework (e.g., taken ESOL endorsement courses previously). These students may complete the program in less than four semesters and/or may choose to take elective coursework to fulfill program hour requirements. Admitted students will be assigned a place in a yearly student teaching cohort and may then choose whether to complete other program requirements full-time taking four courses per semester or part-time. Students who are currently teaching ESOL in public schools under temporary certification waiver will take ELAN 5760 (Supervised TESOL Internship) and those without previous teaching experience will enroll in ELAN 5660 (Student Teaching in the ESOL Classroom). Courses will be offered in the evening to work with students' work schedules. In the initial years of the program, past graduates of the TESOL M.Ed. program and holders of the ESOL endorsement will be allowed to join the cohort as space allows. For these students, previous coursework that meets degree requirements will be counted towards the certification program. This certification program is for teaching ESOL courses only. Secondary level teachers who wish to teach sheltered content matter (i.e., sheltered math, science, social studies, and English

courses) will have to take an additional GACE test in the appropriate area and will be encouraged to take courses in content areas through electives and/or additional coursework.

MAT in TESOL – Program Proposal

Pre-requisites: GACE Part I; GRE and, for international students, Minimum TOEFL score (grad school requirement); SPED 2000 and EPSY 2010.

Additional Requirements: GACE Part II ESOL examination, E-portfolio (Using LiveText, a tool for creating electronic portfolios and other assessment instruments).

Program of study: 12 Masters level courses (36 hours) for the M.A.T. + 12 credits (ELAN 5760 or ELAN 5660) of additional professional experience required for Georgia teacher certification

New courses

Table 1: New Courses for the MAT degree

Dept.	Course No.	Title	Sem. Hr. Credits
ELAN	7501	Educational Linguistics	3
ELAN	7502	Assessment Practices in the ESOL Classroom	3
ELAN	7503	Content-Based Instruction in ESOL (addresses trends, issues and curriculum in ESOL)	3
ELAN	7504	Reflective Practices in the TESOL Classroom	3

Table 2: New Courses for the TESOL certification

Dept.	Course No.	Title	Sem. Hr. Credits
ELAN	5760	Supervised TESOL Internship	12
ELAN	5660	Student Teaching in ESOL, Grades P-12	12

Program of Study

Area 1: Historical, Philosophical and Social Foundations of Education – 1 course

Dept.	Course No.	Course Title	Sem. Hr. Credits
EFND*	7040 7050 7100 7110 7120 7140 7200	History of Education in the United States Education, Schooling, and the Civil Rights Movement Gender and Education Race, Class, and Education Sociological Theories of Education The Social and Cultural Contexts of Teaching Multicultural Education in the United States	3

*The EFND courses are a suggested list that will be revised in light of possible changes to the social foundations program.

Area 2: Language: Describing Language; Language Acquisition and Development

Dept.	Course No.	Course Title	Sem.Hr. Credits
ELAN	7501	Educational Linguistics	3
ELAN	7732	Classroom Discourse (addresses communication techniques and linguistic theory – TESOL Standards)	3
READ*	6010	Foundations of Reading Instruction	3
ELAN	7730+	First and Second Language Acquisition and Development (addresses student language production and linguistic theory – TESOL Standards)	3

+ This is an ESOL endorsement course. Students who already have the ESOL endorsement may choose alternate courses.
*READ and ELAN departments have merged into one department, LLE

Area 3: Nature and Role of Culture: Cultural Groups, Identity and Policy

Dept.	Course No.	Course Title	Sem. Hr. Credits
ELAN	7040+	Language and Culture in the Classroom (including internship) (addresses cultural issues and students as learners – TESOL Standards)	3

ELAN	6631	Bilingualism and Bilingual Education	3

+ This is an ESOL endorsement course. Students who already have the ESOL endorsement may choose alternate courses.

Area 4: Planning, Implementing and Managing Instruction

Dept.	Course No.	Course Title	Sem. Hr. Credits
ELAN	7630+	ESOL, Grades P-12	3
ELAN or ELAN	7601 7602	Non-Native Language Literacy: Elementary to Middle School Years Non-Native Language Literacy: Secondary to Adult	3
ELAN	7503	Content-Based Instruction in ESOL	3

+ This is an ESOL endorsement course. Students who already have the ESOL endorsement may choose alternate courses.

Area 5: Assessment

Dept.	Course No.	Course Title	Sem. Hr. Credits
ELAN	7502	Assessment Practices in the ESOL Classroom	3

Area 6: Professionalism

Dept.	Course No.	Course Title	Sem. Hr. Credits
ELAN Or ELAN	5660 5760	Student Teaching in ESOL, Grades P-12 Supervised TESOL Internship	12
ELAN	7504	Reflective Practices in the TESOL Classroom	3

Note: The PSC technology requirement is embedded in each class

Student Assessment Points:

- Entry: Student will meet Entrance requirements for the program outlined on page 14.
- Coursework and Voluntary Field Experience: Students will pass required courses with B grade or higher. Students are required to fulfill 20 hours of volunteer teaching service at different ESOL grade levels (PK-K; 1-3; 4-5; 6-9; 10-12).

- Exhibition of Readiness: Students will present Philosophy of teaching and E-Portfolio of Coursework in line with state and national standards for TESOL teacher preparation.
- Student Teaching and Exit Reflection: Students will pass student teaching observations and submit a reflection paper for exit from the program.

ADDITIONALLY, students must also submit an application to Teacher Education. Forms are available from the Office of Student Services, 122 Aderhold Hall. A state-required criminal background check is conducted as part of the application process.

6. Inventory of faculty directly involved:

Three existing faculty members already teach in the highly enrolled M.Ed., EdS., and Ph.D. programs in TESOL and Foreign Language education. These faculty will continue their duties with existing programs and will each contribute one course to the new MAT plus certification program. Our newest faculty member, Dr. Rebecca Callahan, was specifically hired to advise new students in the program. Faculty are:

Assistant Professor Rebecca Callahan
Assistant Professor Melisa Cahnmann
Associate Professor Betsy Rymes
Professor Linda Harklau

To serve instructional needs of new courses and new advising loads, we have scheduled additional faculty to be hired in FY09 (50% instructional time in TESOL) and FY10 (50% instructional time in TESOL). Additionally, we will hire one academic professional to help administer the program in FY09.

Table 2. Course Sequence with Instructor Assignments

Fall A	**Spring A**	**Fall B**	**Spring B**
+ ELAN 7503 Content-Based Instruction in ESOL (new-Cohort class) ***Assistant professor 2***	ELAN 7601/2 Non-Native Literacy *Harklau*	READ Literacy *READ faculty*	**ELAN 5660/5760 Student Teaching or Internship-12 hrs (new)** ***Academic Professional***
ELAN 7732 Classroom Discourse *Rymes*	ELAN 6631 Bilingualism and Bilingual Ed. *Cahnmann*	**ELAN 7504 Reflective Practices (new)** ***Assistant professor 2***	
*ELAN 5730/7730 L1L2 Development (endorsement course) *Callahan*	*ELAN 5040/7040 Language and Culture (endorsement course) *Assistant professor 1*	*ELAN 5630/7630 ESOL, Grades P-12 (endorsement course) *academic professional*	
ELAN 7502 Assessment-ESOL (new) ***Callahan***	**ELAN 7501 Educational Ling (new)** ***Assistant Professor 1***	EFND *EFND faculty*	
Assessment: Entry	Assessment: Coursework and Voluntary Field Experience	Assessment: Exhibition of Readiness	Assessment: Student Teaching and Exit Reflection
Fall A2	**Spring A2**	**Fall B2**	**Spring B2**
EFND	ELAN 7601/2 Non-Native Literacy	READ Literacy	Student teaching-12 hrs (new)

ELAN 7732 Classroom Discourse	ELAN 6631 Bilingualism and Bilingual Education	Reflective Practice (new)	
*ELAN 5730/7730 L1L2 Development (endorsement course) *online instructor*	*ELAN 5040/7040 Language and Culture (endorsement course) *online instructor*	*ELAN 5630/7630 ESOL, Grades P-12 (endorsement course)	
Assessment-ESL (new)	ELAN 7501 Educational Ling (new)	Standards based ESOL and content instruction (new)	

+ Launching course required of cohort class
* Courses that satisfy the ESOL endorsement requirements
New MAT-TESOL courses in **BOLD**
Student has already taken SPED 2000, EPSY 2010 as entrance requirements; *shaded area is Cohort 2.

Data on full-time Language and Literacy Education Faculty involved in the program can be found in Appendix D.

7. Outstanding programs of this nature in other institutions

A.
TESOL Program
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027-6696
Rebekah Johnson
Program Assistant
E-mail: TESOL@exchange.tc.columbia.edu.
Features: Program offers the Master of Arts (MA) degree in TESOL with New York initial certification option. Courses range from TESOL classroom practices and methodologies, teaching language through the content areas, field placements to second language acquisition, assessment, and discourse analysis. More information can be found at http://www.tc.columbia.edu/academic/tesol/DEGREESOFFERED.htm

B.
Teaching and Curriculum
The Warner School of Education and Human Development
University of Rochester
Box 270425
Rochester, NY 14627-0425
Phone (585) 275-3950
E-mail: warner@rochester.edu
Features: The Masters degree with initial certification program includes the following areas: pedagogical core (understanding teaching, curriculum, schooling, and diversity topics), literacy, human development and the learning and teaching of ESOL, understanding and enhancing literacy skills and ability to learn through literacy, and apprenticeship experiences in school settings that occur concurrent with some specialization courses.

More information, http://www.rochester.edu/Warner/programs/teaching/assessment/tesol.html

C.
University of Miami
Jeanne Shay Schumm
Chair and Professor, Department of Teaching and Learning
Tel: 305-284-4970
Room: Merrick Bldg. 222-A
E-mail: schumm@miami.edu
Features: This M.Ed. plus initial certification in TESOL program features field placements, educational issues in immigration, language assessment, first and second language acquisition, curriculum development, classroom management, and theories and practices of TESOL. More information - http://www.miami.edu/umbulletin/pdf/2003EducationGraduate.pdf

8. Inventory of pertinent library resources

The UGA library currently offers extensive collections in language studies. A vast number of books on language acquisition, intercultural communication, and language teaching methodology, as well as case studies of second language learners, and language testing already exists and is updated with new publications constantly. The library has a valuable reference section on their new web site, listing reference materials in second language studies. Further, the libraries hold an excellent collection of language journals that include bound copies, microfilm, or electronic copies.

Annual Review of Language Acquisition
Bilingual Research Journal
Bilingual Review
British Journal of Language Teaching
Canadian Modern Language Review
ELT Journal
English Language and Linguistics
English for Specific Purposes
Issues in Applied Linguistics
International Journal of Language and Communication Disorders
International Journal of the Sociology of Language
International Review of Applied Linguistics
Journal of Adolescent and Adult Literacy
Journal of Child Language
Journal of Neurolinguistics
Journal of Psycholinguistic Research
Journal of Second Language Writing
Journal of Speech, Language and Hearing
Language
Language and Speech
Language Learning

Modern Language Journal
Multicultural Education
Multilingual Matters
Research in the Teaching of English
Reading and Writing Quarterly
Reading Research Quarterly
Studies in Second Language Acquisition
Teaching English in the Two Year College
TESOL Quarterly
World Englishes

9. Facilities

Currently, Language and Literacy Education Department classes are taught in Aderhold Hall where classrooms are available for classes associated with the proposed program. Additionally, a conference room with Smart Board capabilities is available for classroom use. Aderhold Hall also contains several computer labs that are available for classroom or individual use. Aderhold also houses the Curriculum and Materials Library. The Teaching Additional Languages program is in collaboration with the CMC to share costs in the purchase of necessary resources to train TESOL certification students including a collection of language assessments used nationally.

10. Administration

The program will be administered by the Teaching Additional Languages program area within the Language and Literacy Education Department. Program faculty will serve on the admissions committee and serve as part of the master's comprehensive examination portfolio committee. A faculty member or lecturer in the program will receive two course releases per year to administer the program. These duties will include:

•keeping program forms and website information up to date
•fielding inquiries from potential program applicants
•writing the annual university-wide assessment report
•writing the annual College of Education assessment report
•collecting data annually for NCATE and PSC reports
•supervising graduate assistants working in the program and writing letters of evaluation/recommendation for them
•meeting with cooperating teachers, university supervisors, and students several times during spring semester
•making student teaching placements for 25 students per year
•writing the annual Regents report
•monitoring and trouble-shooting student progress in the program and certification sequence
•monitoring student scores on the Georgia teacher assessment examination
•monitoring and trouble-shooting the progress of students in the program
•coordinating program curriculum with other graduate course offerings in the Teaching Additional Languages program.

Entrance requirements for the proposed degree program will parallel those of other Language and Literacy Education Masters degree programs. They would include:

- 2 official copies of transcripts from all institutions attended reflecting the completion of an undergraduate degree from an accredited institution.
- 2.6 overall undergraduate GPA and 2.6 GPA in teaching field and professional education courses.
- Admission to the University of Georgia Graduate School - 900 GRE (verbal and quantitative) or 48 MAT.
- Pass GACE I.
- Submission of a resume that documents experiences working with young people; work experience that is relevant to a career in teaching; experiences related to language study and teaching; special skills and abilities relevant for a career in teaching languages.
- Three references.
- Submission of a statement of purpose.

Committee members will admit one cohort of students per year to the proposed program.

11. Assessment

This program will be consistent with The University of Georgia's graduate degree requirements that stipulate that a student must satisfactorily complete 36 semester credit hours with a GPA of 3.0 or higher. Additional data on students' performances regarding candidate performance will be collected through the use of LiveText software, serving NCATE accreditation purposes.

Students must pass the GACE I and II

Results from the GACE I and II will be one indicator utilized by the faculty to judge the efficacy of this program. Students who apply for Georgia teaching certification are required by the Georgia Professional Standards Commission to take the relevant GACE II test for their certification area. The program of study for this MAT in TESOL with initial certification was designed according to TESOL and NCATE standards and informed by TESOL Standards areas and sub-areas. The certification official in the College of Education may provide summary statistics of the pass rate of students who pass and graduate from the program.

The University System of Georgia has a rule that teacher preparation programs must guarantee the preparation and performance of teachers for public schools. The policy states, "Any graduate not meeting employer's expectations during the first two years after graduation will receive additional training (Individualized plan) at no cost to the student or the school."

A survey of graduates will be completed during their first year as certified teachers in the field. Additionally, a survey of principals in schools in which graduates are employed (data not

tied to individual students) will be constructed and administered to judge the efficacy of the program. Students in the Language and Literacy Education program must also complete the diversity requirement as reviewed and applied by the College of Education. This requirement is assessed by the completion of a survey assessment that is found on the department's home page.

Students will be assessed at different decision points in the program (e.g., 1-entry, 2-coursework, 3-student teaching, 4-exit, 5-follow up). Entry requirements will ascertain students' qualifications. Coursework will determine students' continued excellence in the program. All students will develop and complete an electronic portfolio during their program of study to be assessed according to TESOL and NCATE standards. Program faculty will design appropriate instruments to assess students' performances. This electronic portfolio will be defended at the end of their program of study as written comprehensive exams for exit. By employing LiveText software, these portfolios will also serve to generate data for NCATE assessments. These portfolios will be retained for one year after certification to follow up students' progress in the classroom.

12. Accreditation

The Department of Language and Literacy Education was visited and granted re-accreditation by the Georgia Professional Standards Commission in 1998 and the National Council for Accreditation of Teacher Education in 1999. The University of Georgia was granted reaccreditation by SACS (The Southern Association for Colleges and Schools) in 2001.

13. Affirmative action impact

The Language and Literacy Education Department program values diversity in their faculty and students, and rigorously follows affirmative action procedures recommended by the University. To foster diversity among students at all levels, the Language and Literacy Education Department faculty members intend to continue their efforts to recruit minority students. Scholarship and fellowship opportunities for minority students will be actively pursued. The TESOL MAT will develop awareness in cultural diversity, as students will teach students from many different cultures. Recently, over twenty bilinguals have expressed interest in pursuing the MAT in TESOL with initial certification.

14. Degree inscription

Upon completion of the program of study, the degree inscription that will be placed on the student's diploma will be *Master of Arts for Teachers.*

15. Fiscal and Enrollment Impact and Estimated Budget

Cohort 1 (n=10) will take existing and new graduate course sections to begin in fall 2007.

Admit:
Cohort 2 (n=20) to begin in fall 2008

Search for one new assistant professor to begin in FY09, one academic professional in FY09, and one assistant professor (50% instructional time in TESOL) in FY10.

Remaining faculty % instructional time will contribute to existing M.Ed., Ed.S. and Ph.D. programs in the Teaching Additional Languages (TAL) program. Advising loads for new faculty will be dedicated to the new MAT TESOL certification program.

The program is expected to be operating at full capacity with students and faculty by fall 2011.

Semester, Year	*Cohorts and Prof responsibilities*	
FY2008 Cohort 1: 15	**F07**	**S08**
	Current Faculty	Current Faculty
FY2009 Cohorts 1 and 2	**F08**	**S09**
	Cohort 1: 10	Cohort 2: 20
	Acad. Prof'l Release 2 GAs (2 sections of ESOL undergrad. endorsement courses)	Acad. Prof'l Release (1) ELAN 5660 Student Teaching 2 GAs (2 sections of ELAN 5560/5760 student teaching)
FY2010 Cohorts 2 and 3	**F09**	**S10**
	New Assist. Prof. #1	New Assist. Prof. #1
FY2011 Cohorts 3 and 4	**F10**	**S11**
	New Assist. Prof. #2	New Assist. Prof. #2

Table 3. Targeted Resources for Development of MAT TESOL certification program

Needs in FY07	**Needs in FY08**	**Needs in FY09**	**Needs in FY10**	**Needs in FY11**
Needs covered by existing faculty and new Assistant Professor Dr. Rebecca Callahan	Needs covered by existing faculty and new Assistant Professor Dr. Rebecca Callahan	New Assistant Professor 1 begins New Academic Professional (.75 TESOL; .25 FL) 2 GAs (.33 fall/.50 spring)	New Assistant Professor 2 begins	Program Complete

ENROLLMENT PROJECTIONS

	FY2008		FY2009		FY 2010	
	Fall (07)	Spring (08)	Fall (08)	Spring (09)	Fall (09)	Spring (10)
I. ENROLLMENT PROJECTIONS	10		30		50	
TOTAL MAJORS						
Course sections satisfying program requirements	4	4	6	6	8	9
Previously existing (EFND selected course) ELAN 6631 Cahnmann ELAN 5040/7040 Cahnmann ELAN 5730/7730 Callahan ELAN 7732 Rymes READ 6010 (instructor) ELAN 5630/7630 Harklau ELAN 7601/2 Harklau	3	4	4	4	4	4
New courses	1 ELAN 7502 Callahan		2 ELAN 7501 Rymes 7503	2 ELAN 5660/5760 ELAN 7504	4	5
Credit Hours generated by these courses	12*10 = 120	12*10= 120	18*30 = 540	27* 30 = 810	18*40 = 720	27* 40 = 1080
New enrollments	10		20		20	
Degrees awarded per FY (MAT)		0	10		20	

II. COSTS

Personnel-existing

1. Faculty	Professors Callahan, Cahmann, Harklau, and Rymes will each be teaching 1 course per year in this program (.3 EFT) from 2007 – 2012 at the total cost of $51,068 per year (4 years = $204,272). Professor Callahan will teach 2 courses per year (.6 EFT).
2. Grad Assistants	N/A
3. Administrators	N/A
4. Staff	Current departmental staff will provide support for faculty in the program
4. Fringe Benefits	$13,278 (26% fringe rate) of amount of money

6. Other Personnel costs - none

TOTAL EXISTING $64,346 per year

Personnel- New	EFT	DOLLARS	EFT	DOLLARS	EFT	DOLLARS

Faculty 2 new assistant professors and one academic professional will be needed to support the program beginning in 2008. Each of these new faculty will contribute 2 courses per year to the program (.45 EFT) with the academic professional contributing 3 courses per year (.225 EFT) for a total cost of $54,000.

Grad Assistants 2 -1/3 time graduate assistants teaching 2 courses each (.3 EFT) at the total cost of $4,428 ($11,071 per GA per year; 2 courses per GA = 20%)#
Note: GAs will teach at .33 in the fall but will need to be at .50 in the spring for teacher supervision.

Administrators two units of release time for administrative services to maintain the program (.15 EFT) (academic professional) = $12,000 per year

Support Staff Current departmental staff will provide support for faculty in the program.

Fringe Benefits $18,311 per year

Other Personnel costs

TOTAL NEW PERSONNEL COSTS = $88,739 per year

Start-up Costs (one-time)

Library/learning	assessment test kits; curriculum materials, $5000
Equipment	
Other	
Physical Facilities	office assignments for new faculty

(Construction)
Operating Costs (Recurring)
Supplies/ Expenses

Travel	$3500 annually. Travel for faculty professional development meetings with TESOL representatives from the Georgia State Department and representative faculty at the national TESOL meetings.
Equipment	N/A
Library	N/A
Other	N/A
TOTAL RECURRING COSTS	$3500 each year in faculty travel

III. REVENUE SOURCES

Source of Funds	Request for new faculty lines from redirected faculty lines (retirement and faculty attrition) with only a portion of the faculty instructional load (.15 per year per faculty) allocated to the new TESOL MAT program
Reallocation of funds	Reallocation of existing faculty as indicated above
New Student Workload	N/A
New Tuition	24 credit hours per year per student generated in tuition. It is anticipated that there will be 15 students in FY 07 and with 50 students per year in this program beginning in FY 08. As per schedule above tuition generated for FY08 (360 CHP); for FY09 (1800); and FY 10 (2250 CHR). Increased credit hour production will result in increased formula funding by the Board of Regents.
Federal grants	N/A
Other grants	N/A
Student fees	N/A
Other	N/A

GRAND TOTAL REVENUES

Nature of Funds	State funding
Base budget	$64,346 per year (existing faculty salaries and travel) with an additional $54,000 request for new faculty (FY2009-10)
One-time funds	$5,000

GRAND TOTAL REVENUES
FY2007 = $67,846 (64,346 + 3500) + 6,000 (EFT for new faculty) + 4,428 (GA) = $78,274
FY2008 = $78,274 + 18,000 (new academic professional with 1 unit administration) = $96,274
FY2009 = $96,274 + 12,000 (new faculty EFT) = $108,274
FY2010 = $108,274 + 12,000 (new faculty EFT) = $120,274

ESTIMATED TOTAL = $403,096

Appendix A
Existing Course Descriptions

*The EFND courses are a suggested list that will be revised in light of possible changes to the social foundations program.

EFND 7040. History of Education in the United States. 3 hours.
Oasis Title: HIST OF ED IN US.
Examination of changing forms, philosophical orientations, and operations of education in the United States from its colonial origins to the present. Includes consideration of both formal and informal education, though the emphasis is on formal institutions. Encompasses education from early childhood through various forms of adult education, and education of majority and minority populations.
Non-traditional format: Seminar.

EFND 7050. Education, Schooling, and the Civil Rights Movement. 3 hours.
Oasis Title: SCH & CIVIL RIGHTS.
This seminar explores the ideological and activist intersections between education, schooling, and civil rights in the twentieth century. It examines topics such as school segregation and desegregation, the freedom schools, the role of black teachers during the black freedom struggle, and contemporary educational issues related to civil rights.

EFND 7100. Gender and Education. 3 hours.
Oasis Title: GENDER & EDUCATION.
Issues, research, theory, and policy on gender and education. Gender effects in socialization, schooling, and lifelong learning are analyzed for their implications for individuals, society, and culture.
Offered every year.

EFND 7110. Race, Class, and Education. 3 hours.
Oasis Title: RACE CLASS AND ED.
Research and practice variations that impact individuals socially; constructed interactions, meaning and conceptions of racial and ethnic groups in United States society and social institutions. Topics include the historical, sociocultural, and schooling influences that inform and shape race, class, and schooling dynamics.
Offered every year.

EFND 7120. Sociological Theories of Education. 3 hours.
Oasis Title: SOC THEOR OF EDU.
Theories of social structure, stratification, and social change. Relationships among social institutions and educational processes and outcomes, and how various social institutions contribute to the maintenance of existing structured inequalities.
Offered every year.

EFND 7140. The Social and Cultural Contexts of Teaching. 3 hours.
Oasis Title: SOCIAL CULTURE TCHG.

Perspectives of education and schooling practices that shape teacher-student relations. Teacher preparation programs and school structures in United States society and how these contexts influence and organize the classroom community.
Offered every year.

EFND 7200. Multicultural Education in the United States. 3 hours.
Oasis Title: MULTICULTURAL ED US.
Racial and cultural identity; ways oppression appears in students' lives and schooling policies and practices; connections between gender, feminist, and sexuality issues and education; relationships of empowerment to social changes, assessment, and evaluation; and associations among knowledge construction, culture, and the learning of school disciplines.
Offered every year.

READ 6010. Foundations of Reading Instruction. 3 hours.
Oasis Title: FOUNDS OF READING.
Principles and practices in preschool through secondary reading instruction.
Offered every year.
ELAN 6631. Bilingualism and Bilingual Education. 3 hours.
Oasis Title: BILINGUAL EDUCATION.
Current theories and research on bilingualism and bilingual education.
Offered every year.

ELAN 5040/7040. Language and Culture in the Classroom. 3 hours.
Oasis Title: LANG & CULT IN CLAS.
Not open to students with credit in EDMS(EDEC)(EDEL)(ELAN) 5180/7180.
Prerequisite: Permission of department.
Exploration of topics on the relationship between language and culture and on pedagogical principles of multicultural education.
Offered fall and spring semesters every year.

ELAN 7601. Non-Native Language Literacy: Elementary to Middle School Years. 3 hours.
Oasis Title: NON-NAT LIT: YOUTH.
Examines sociocultural and pedagogical issues concerning literacy in a non-native language in emergent and newly fluent readers and writers in the elementary to middle school years. Students apply linguistics to literacy theory and learn to contextualize literacy instruction and assessment to meet local community needs.
Offered fall semester every even-numbered year.

ELAN 7602. Non-native Language Literacy: Secondary to Adult. 3 hours.
Oasis Title: L2 LIT YOUTH/ADULT.
Not open to students with credit in ELAN 7600.

An introduction to sociocultural and pedagogical issues concerning writing, and reading in a non-native language in adolescents and adults. Major theoretical perspectives and research traditions are reviewed.
Offered spring semester every odd-numbered year.

ELAN 5730/7730. First and Second Language Acquisition and Development. 3 hours.
Oasis Title: L1 & L2 ACQ & DEVEL.
Prerequisite or corequisite: Permission of department.
Native and second language acquisition processes, with attention to regional, social, and functional variation in language and contrasts between English and other selected languages.
Offered fall and spring semesters every year.

ELAN 5630/7630. ESOL, Grades P-12. 3 hours.
Oasis Title: ESOL GRADES P-12.
Prerequisite: Permission of department.
Foundations of second language learning, curricular and materials design, and methods of teaching non-native speakers of English in primary through secondary school settings.
Offered fall and spring semesters every year.

ELAN 7732. Classroom Discourse. 3 hours.
Oasis Title: CLASSROOM DISCOURSE.
Current theories and research on the pedagogical role of discourse in classrooms.
Offered every year.

Appendix B
New Course Descriptions

New courses were designed according to GA-PSC requirements as well as TESOL and NCATE Standards. Additionally, they were informed by the TESOL Standards assessments. (Courses went through university curriculum review in 2005-2006 and have already been approved.)

Dept.	Course No.	Course Title	Sem. Hr. Credits
ELAN	7501	Educational Linguistics	3
ELAN	7502	Assessment Practices in the ESOL Classroom	3
ELAN	7503	Content-Based Instruction in ESOL (addresses trends, issues and curriculum in ESOL)	3
ELAN	7504	Reflective Practices in the TESOL Classroom	3
ELAN	5565	Supervised TESOL Internship	12
ELAN	5570	Student Teaching in ESOL, Grades P-12	12

ELAN 7501 – Educational Linguistics 3 hours.
Advanced language study for pre-service teachers of English to speakers of other languages (ESOL) based on TESOL national standards for teacher preparation. Students will acquire working knowledge of linguistics (phonology, morphology, syntax, semantics, discourse, and pragmatics) and its classroom applications.

ELAN 7502 – Assessment Practices in the ESOL classroom. 3 hours.
Students will learn, apply, and reflect on issues of assessment as well as legal and professional responsibilities of assessment in teaching English to speakers of other languages (TESOL). Follows TESOL national standards for teacher preparation.

ELAN 7503 – Content-Based Instruction in ESOL. 3 hours.
Students will learn instructional strategies in teaching English to speakers of other languages across content areas following TESOL national standards for teacher preparation. Topics include teaching methods and techniques, planning integrated instruction, meeting the appropriate content area and TESOL standards, assessment, and cultural issues in content-based instruction.

ELAN 7504 – Reflective Practices in the TESOL Classroom. 3 hours.
Students build on understanding of language and literacy development theory and research, learn

to advocate for students and families, develop media and policy awareness to provide optimal learning environments for English learners, and conduct theory-based action research in their own classrooms in coordination with student teaching or internships.

ELAN 5660- Student Teaching in ESOL, Grades P-12. 12 hours.
Prerequisite: Permission of department
Corequisite: ELAN 7504
Student teaching in English to speakers of other languages (ESOL) in a public school under supervision of a faculty member.

ELAN 5760- Supervised TESOL Internship. 12 hours.
Prerequisite: Permission of department
Corequisite: ELAN 7504
Student teaching in English to speakers of other languages (ESOL) in a public school under supervision of a faculty member.

Appendix C
TESOL Standards Curriculum Alignment
(new courses in ***BOLD ITALICS***)

Meets Standard	Performance Indicator	Courses Relevant
1.a.1. Apply knowledge of **phonology** (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.	• Candidates apply knowledge of developmental and contrastive phonology to facilitate ESOL students' acquisition of English oral and literacy skills. • Candidates design contextualized activities to provide input and practice phonological patterns.	ELAN 5730/7730 ELAN 7601 or 7602 ELAN 5630/7630 ***ELAN 7501***
1.a.2. Apply knowledge of **morphology** (the structure of words) to assist ESOL students' development of oral and literacy skills in English.	• Candidates apply knowledge of developmental and contrastive morphology to facilitate ESOL students' acquisition of English oral and literacy skills. • Candidates design contextualized activities to provide input and practice of patterns of English word formation.	ELAN 5730/7730 ELAN 5630/7630 ***ELAN 7501***
1.a.3. Apply knowledge of **syntax** (phrase and sentence structure) to assist ESOL students in developing written and spoken English.	• Candidates design contextualized instruction to help ESOL students understand, notice, use, acquire, and practice English syntactic structures. • Candidates draw on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students' ability to use English syntactic structures. • Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.	ELAN 5730/7730 ELAN 5630/7630 ***ELAN 7501***
1.a.4. Apply understanding of **semantics** (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.	• Candidates understand the system of semantics and have reasonable expectations for ESOL students' semantic and lexical development. • Candidates recognize differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas. • Candidates understand how cognates and false cognates, idioms, and other non-literal expressions can affect ESOL students' understanding and acquisition of spoken and written English. • Candidates apply knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. • Candidates design instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language. • Candidates provide ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations. • Candidates help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoke and written form.	ELAN 5730/7730 ELAN7630 ***ELAN 7501***

1.a.5. Apply knowledge of **pragmatics** (the effect of context on language)to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.	• Candidates help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback. • Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.	ELAN 5730/7730 ELAN7630 ***ELAN 7501*** ELAN 5040/7040 ELAN 7732
1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.	• Candidates explain specific examples of social and academic language, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts. • Candidates design contextualized instructional activities using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.	ELAN 7601 or 7602 ELAN 5630/7630
1.a.7. Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.	• Candidates identify current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics. • Candidates design contextualized activities that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling, punctuation, capitalization, and text organization in English. • Candidates understand the impact that learning a new orthography and writing conventions have on ESOL students' progress in learning how to read and write in English and assist students as appropriate.	ELAN 7601 or 7602 ELAN 5630/7630
1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.	• Candidates build on English dialects that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.	ELAN 6631 ELAN 7732 ***ELAN 7501***
1.a.9. Locate and use linguistic resources to learn about the structure of English and of students' home languages.	• Candidates locate and use resources that describe the specific linguistic traits of English and of their ESOL students' home languages.	***ELAN 7501***
1.a.10. Demonstrate proficiency in English and serve as a good language model for ESOL students.	• Candidates demonstrate proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.	***Admissions standard: TOEFL graduate school minimum***

Meets Standard	Performance Indicator	Relevant Classes
1.b.1. Provide rich exposure to English.	• Candidates serve as good language models of English and provide many different types of English language experiences in the classroom. • Candidates provide a text-rich environment and display ESOL student-related and created text at every opportunity.	***ELAN 7503*** ***ELAN 5760 or 5660***
1.b.2. Provide comprehensible input and scaffolding.	• Candidates establish a range of predictable classroom routines. • Candidates regularly provide nonlinguistic contexts, such as visuals, gestures, demonstrations, and hands-on experience. • Candidates provide linguistic support, such as increased wait time, repetition, paraphrase, and comprehension checks, as well as restricted use of asides, slang, and idiomatic expressions.	ELAN 7732 ***ELAN 7504*** ***ELAN 5760 or 5660***
1.b.3. Provide opportunities for meaningful interaction.	• Candidates structure regular pair and cooperative group activities to allow ESOL students to practice using language to negotiate meaning.	ELAN 7732 ***ELAN 7504*** ***ELAN 5760 or 5660***
1.b.4. Create a secure, positive, and motivating learning environment.	• Candidates establish a generally positive learning environment. • Candidates take steps to reduce ESOL learners' initial anxiety. • Candidates establish and maintain a warm and positive environment in which ESOL students are actively involved and encouraged to take chances, make mistakes, and extend their learning. • Candidates provide all students with opportunities to succeed and build self-esteem. • Candidates use materials that relate to all students' lives inside and outside the classroom. • Candidates establish a community of learners in which all members (including the teacher) are considered part of the learning process and must take chances and make mistakes in order to learn. • Candidates build the curriculum around all students' interests. • Candidates vary their instruction to suit different learners' needs. • Candidates involve students' families and communities.	***ELAN 7504*** ***ELAN 5760 or 5660***
1.b.5. Understand and apply current theories and research in language and literacy development.	• Candidates understand some aspects of language and literacy development. • Candidates understand and apply their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice, and focused feedback opportunities for ESOL learners. • Candidates use their understanding of language and literacy development theory and research to provide optimal learning environments for their ESOL learners and	ELAN 5730/7730 ELAN 7601 or7602 READ 6010 ***ELAN 7504*** ***ELAN 5760 or 5660***

	to conduct theory-based research in their own classrooms.	
1.b.6. Recognize and build on the processes and stages of English language and literacy development.	• Candidates assess and build on ESOL students' learning processes and stages of L2 development, providing sufficient language input, feedback, and opportunities to use and extend the new language. • Candidates vary the types of questions, activities, and assessments so that ESOL learners at different levels of language and literacy development are able to participate meaningfully in instruction. • Candidates integrate instruction in oral language and literacy skills, reflecting the interdependent nature of language and literacy development.	ELAN 5730/7730 ELAN 7601 or 7602 ***ELAN 7502***
1.b.7. Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.	• Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class. • Candidates understand the importance of ESOL students' home language and encourage families to use their strongest language with their children at home. • Whenever possible, candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support. • Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class. • Candidates use the home language in the classroom to support literacy and content learning.	ELAN 5730/7730 ELAN 6631 ***ELAN 7501***
1.b.8. Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.	• Candidates acknowledge the sociocultural and political variables within a community of ESOL learners. • Candidates understand the complex social and political nature of learning an L2 in school. • Candidates apply knowledge of sociocultural and political variables to inform instruction and improve communication with ESOL students and their families. • Candidates understand ESOL students' and their families' hopes and expectations for their life in the United States and show empathy for their ESOL learners' current home situations and past immigration experiences. • Candidates serve as advocates for their ESOL students in and out of school.	ELAN 6631 ELAN 7732 ***ELAN 7502***
1.b.9. Understand and apply knowledge of the role of individual learner variables in the process of learning English.	• Candidates know their ESOL students and understand that individual variables can have important effects on the process and level of L2 learning. • Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. • Candidates vary their teaching style to accommodate students' different learning styles.	ELAN 5730/7730 ***ELAN 7501*** ***EFND selection(graduate level)***
1.b.10. Provide appropriate	• Candidates understand and monitor patterns in	ELAN

instruction and feedback.	ESOL student language errors and design instructional activities to meet learners' needs at appropriate times. • Candidates provide individual, focused feedback appropriate to learners' needs.	5730/7730 ***ELAN 7501***
1.b.11. Help ESOL students to communicate in socially and culturally appropriate ways.	• Candidates provide adequate and appropriate tasks, materials, and language support to help ESOL students communicate successfully in socially and culturally appropriate ways.	ELAN 5630/7630 ELAN 5040/7040
1.b.12. Help ESOL students develop academic language proficiency.	• Candidates identify ESOL learners' academic language needs and provide appropriate instruction and support. • Candidates teach essential vocabulary, grammatical, and discourse structures within the context of authentic texts. • Candidates help ESOL learners discuss, read, and write about cognitively demanding concepts.	ELAN 7601 or 7602 ***ELAN 7501*** ***READ 6010***
1.b.13. Help ESOL students develop effective language learning strategies.	• Candidates model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks.	ELAN 7601 and 7602 ***READ 6010***

Meets Standard	Performance Indicator	Relevant Courses
2.a.1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.	• Candidates teach using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.	ELAN 5040/7040
2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.	• Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate in which antiracism, anti-bias, and anti-stereotyping are purposefully addressed.	ELAN 5040/7040 ***ELAN 7503***
2.a.3. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.	• Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students' families. • Candidates design and employ activities that welcome and inform families and that encourage participation and support in their child's education. • Candidates design and conduct classroom and school events that encourage participation of families and community cultural leaders.	ELAN 5040/7040 ***ELAN 7504*** ***ELAN 5760 or 5660***
2.a.4. Understand and apply concepts about the interrelationship between language and culture.	• Candidates' choice of techniques and materials reflect their sensitivity to the interdependence of language and culture (e.g., different cultures express numbers and colors differently.)	ELAN 5040/7040

Meets Standard	Performance Indicator	Relevant Courses
2.b.1. Use a range of resources, including the internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.	• Candidates use a range of resources about major cultural groups to design and deliver instruction. • Candidates integrate different ways of learning and different cultural perspectives into their ESL curriculum and instruction.	ELAN 5040/7040
2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.	• Candidates plan and deliver instruction that values and adapts for students' different cultural perspectives.	ELAN 5040/7040
2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.	• Candidates teach cross-cultural appreciation by modeling impartial attitudes toward cross-cultural conflicts and establishing high expectations of ESOL students' interactions across cultures. • Candidates integrate conflict resolution techniques into their instruction.	ELAN 5040/7040 ELAN 7732
2.b.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.	• Candidates use knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate ESOL teaching strategies and learning objectives.	ELAN 5040/7040
2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.	• Candidates use U.S. immigration history and patterns to understand and teach ESL student populations.	ELAN 6631

Meets Standard	Performance Indicator	Relevant Courses
3.a.1. Plan standards-based ESL and content instruction.	• Candidates plan standards-based ESL and content instruction.	***ELAN 7503***
3.a.2. Create environments that promote standards based language learning in supportive, accepting classrooms and schools.	• Candidates establish classroom routines during which students demonstrate appreciation for one another. • Candidates implement standards-based programs and instructional models appropriate to student needs.	ELAN 7732 ELAN 5630/7630 ***ELAN 7503***
3.a.3. Plan students' learning experiences based on assessment of language proficiency and prior knowledge.	• Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. • Candidates use students' prior knowledge in planning ESL and content instruction.	ELAN 5630/7630 ***ELAN 7502***
3.a.4. Provide for particular needs of students with limited formal schooling (LFS) in their L1.	• Candidates plan ESL and content instruction to meet reading and writing needs of LFS students in ESL and content areas. • Candidates plan visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences. • Candidates plan assessment of LFS students' competence with text. •Candidates plan communication that LFS students will understand.	***ELAN 7502*** READ 6010

Meets Standard	Performance Indicator	Relevant Courses
3.b.1. Organize learning around standards-based subject matter and language learning objectives.	• Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks.	ELAN 5630/7630 ***ELAN 7503***
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	• Candidates incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.	ELAN 5630/7630 ***ELAN 7503***
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	• Candidates provide integrated learning activities using authentic sources that build meaning through practice. • Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content).	ELAN 5630/7630 ***ELAN 7503***
3.b.4. Develop students' listening skills for a variety of academic and social purposes.	• Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively.	ELAN 5630/7630 ***ELAN 7503***
3.b.5. Develop students' speaking skills for a variety of academic and social purposes.	• Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities.	ELAN 5630/7630 ***ELAN 7503***
3.b.6. Provide standards based instruction that builds upon students' oral English to support learning to read and write.	• Candidates provide standards-based instruction that builds and integrates learners' reading and writing as their oral language develops.	ELAN 7601 or 7602 ELAN 5630/7630 ***ELAN 7503***
3.b.7. Provide standards-based reading instruction adapted to ESOL learners.	• Candidates design reading instruction that includes various cueing systems appropriate for ESOL learners. • Candidates design and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. • Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development. • Candidates explain and model explicit reading strategies that assist students with standards-based texts from content area course work.	ELAN 7601 or 7602 ***ELAN 7503***
3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.	• Candidates design and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages.	ELAN 7601 or 7602 ELAN 5630/7630 ***ELAN 7503***

	• Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language. • Candidates provide opportunities for written assignments that are ungraded, including interactive journals. • Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing.	

Meets Standard	Performance Indicator	Relevant Courses
3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	• Candidates are aware that materials should be appropriate for students' age and language proficiency. • Candidates select and adapt print and visual materials that are appropriate for students' age and language proficiency. • Candidates use materials that are appropriate for students' learning styles. • Candidates use students' community and family to locate and develop culturally appropriate materials. • Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials.	ELAN 5630/7630 ***ELAN 7503***
3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	• Candidates are aware of differences between content-area materials for ESOL learners and those for NSs. • Candidates select materials from existing content-area texts appropriate for ESOL learners. • Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts. • Candidates use a variety of levels of content-area materials, either adapted or commercially produced. • Candidates use materials in students' L1 as appropriate. •Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.	ELAN 5630/7630 ***ELAN 7503***
3.c.3. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.	• Candidates are aware of the usefulness of a variety of materials and resources in English and the home language. • Candidates find and/or create instructional materials in English and the home language for student instruction and use. • Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction. • Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.	ELAN 5630/7630 ELAN 6631 ***ELAN 7503***
3.c.4. Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).	• Candidates are aware of ways in which computers and other technological resources can improve ESOL students' learning. • Candidates use technological resources to enhance instruction to meet ESOL students'	ELAN 5630/7630 ***ELAN 7503***

	language and content learning needs. • Candidates use basic technological resources to select, create, and/or adapt instruction for students. • Candidates advocate for ESOL students' equal access to technology • Candidates assist students in learning how to use technological resources for their own academic purposes.	
3.c.5. Use software and internet resources effectively in ESL and content instruction.	• Candidates are familiar with software for use in the ESL and content classroom. • Candidates are familiar with Internet resources for language teachers and learners. • Candidates evaluate, select, and use software and Web resources based on their appropriateness for ESOL students. • Candidates teach students to evaluate and use software and internet sites for their own needs.	ELAN 5630/7630 ***ELAN 7502*** ***ELAN 7503***

Meets Standard	Performance Indicator	Relevant Courses
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately. .	• Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency). • Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment. • Candidates use L1 assessment to provide benchmarks for student learning. • Candidates share their knowledge and experience about the purposes of assessment with colleagues. • Candidates accommodate for linguistic bias (e.g., test translations, specific test formats). • Candidates use L1 assessment results to determine language dominance. • Candidates evaluate formal and informal technology-based and non-technology-based assessment measures for psychological, cultural, and linguistic limitations.	ELAN 5630/7630 ***ELAN 7502***
4.a.2. Demonstrate an understanding of the quality indicators of assessment instruments.	• Candidates are aware of technical aspects of assessment (e.g., validity and reliability). • Candidates are aware of the differences between performance-based or authentic measures and traditional assessment. • Candidates can explain why tests are valid and/or reliable, and use this knowledge in making assessment-related decisions. • Candidates use performance-based or traditional measures, as appropriate. • Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.	ELAN 5630/7630 ***ELAN 7502***
4.a.3. Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students.	• Candidates are aware of some of the limitations of assessment instruments for ESOL students. • Candidates accommodate for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests). • Candidates accommodate for cultural bias (e.g., unfamiliar images and references).	ELAN 5630/7630 ***ELAN 7502***
4.a.4. Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.	• Candidates recognize some similarities between a language difference and a problem for ESOL students (e.g., delayed language production). • Candidates work with a variety of resources, including native language assessment and knowledgeable colleagues, to distinguish between differences and special needs. • Candidates are able to assess and instruct ESOL students who are gifted and talented and/or have special learning needs. • Candidates recognize how cultural bias may	ELAN 5630/7630 ***ELAN 7502***

	misinform results of such assessments. • Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment.	

Meets Standard	Performance Indicator	Relevant courses…
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	• Candidates understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs. • Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state mandates. • Candidates involve families in program decisions for ESOL students. • Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.	ELAN 5630/7630 ***ELAN 7502*** ***ELAN 7503***
4.b.2. Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.	• Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students. • Candidates understand the nature of norm-referenced assessments and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities). • Candidates evaluate the strengths and weaknesses of norm-referenced assessments for use with ESOL students. • Candidates share this knowledge with their colleagues.	ELAN 5630/7630 ***ELAN 7502***
4.b.3. Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.	• Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ESOL learners. • Candidates use authentic and traditional criterion-referenced measures to assess ESOL students' language and content-area learning. • Candidates use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities). • Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ESOL students' learning. • Candidates share this knowledge with their colleagues.	ELAN 5630/7630 ***ELAN 7502***
4.b.4. Understand, construct, and use assessment measures for a variety of purposes for ESOL students.	• Candidates understand a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). • Candidates are aware of the importance of using multiple measures to accurately assess ESOL learners. • Candidates use multiple and appropriate assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio,	ELAN 5630/7630 ***ELAN 7502***

	video, computer). • Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ESOL learners for a variety of purposes.	
4.b.5. Assess ESOL learners' language skills and communicative competence using multiple sources of information.	• Candidates use multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language). • Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum. • Candidates share these measures with their colleagues. • Candidates use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability. • Candidates assess ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.	ELAN 5630/7630 ***ELAN 7502***

Meets Standard	Performance Indicator	Relevant Courses
4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.	• Candidates use a limited set of performance-based tasks to assess ESOL learners' language and content-area learning. • Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheets, software) that measure ESOL students' progress toward state and national standards. • Candidates design performance-based tasks and tools to measure ESOL learners' progress. • Candidates share these tools with their colleagues.	ELAN 5630/7630 ***ELAN 7502*** ***ELAN 7503***
4.c.2. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	• Candidates are aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities. • Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners' knowledge in the content areas at varying levels of English language and literacy ability. • Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions). • Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments. • Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ESOL students' content learning at all levels of language proficiency and literacy. • Candidates share these techniques with their colleagues.	ELAN 5630/7630 ***ELAN 7502***
4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.	• Candidates encourage ESOL learners to monitor their own performance and provide feedback to other learners. • Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom. • Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum. • Candidates share self- and peer-assessment techniques with their colleagues.	ELAN 5630/7630 ***ELAN 7502***

Meets Standard	Performance Indicator	Relevant Courses
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.	• Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area. • Candidates use their knowledge of the evolution and research base of the field of ESL to design effective instruction. • Candidates use their extensive knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct their own classroom-based research.	ELAN 5730/7730 ELAN 5630/7630
5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	• Candidates are aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL. • Candidates use their knowledge of the laws, policies, and guidelines that have had an impact on the ESL profession to design appropriate instruction for students. • Candidates assist schools to design ESL instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.	ELAN 6631 ELAN 5630/7630

Meets Standard	Performance Indicator	Relevant Courses
5.b.1. Advocate and serve as language and education resources for students and families in their schools and communities.	• Candidates are familiar with community language education and other resources available to ESOL students and their families. • Candidates assist families to participate fully in their school and community. • Candidates provide contact information and support for ESOL students and help their families access community language education and other resources. • Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families. • Candidates support ESOL students and their families as they make decisions and advocate for themselves in the schools and community. • Candidates create the circumstances and environment that support ESOL student and family empowerment.	ELAN 5040/7040
5.b.2. Serve as professional resource personnel in their educational communities.	• Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students. • Candidates keep current with media reports about the education of ESOL students.	ELAN 5040/7040 ***ELAN 7503***
5.b.3. Advocate for ESOL students' access to all available academic resources, including instructional technology.	•Candidates share with colleagues the importance of ESOL students' equal access to educational resources, including technology. •Candidates assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.	ELAN 5040/7040 ***ELAN 7503***

Meets Standard	Performance Indicator	Relevant Courses
5.c.1. Establish professional goals and pursue opportunities to grow in the field of ESL.	• Candidates formulate professional development plans based on their interests. • Candidates are aware of their professional associations. • Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations. • Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis. • Candidates take active roles in their professional association(s).	***ELAN 7503***
5.c.2. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.	• Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school. • Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels. • Candidates provide leadership to staff in scheduling appropriate classes and instructional opportunities for ESOL students.	***ELAN 7502*** ***ELAN 7503***
5.c.3. Engage in collaborative teaching in general education and content-area classrooms.	• Candidates study and practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching). • Candidates teach and plan collaboratively with other teachers to assist ESOL students as they transition into general education and content-area classrooms. • Candidates continue to learn about other content areas so they may share greater responsibility for effective instruction and student success in those classes.	ELAN 5630/7630 ***ELAN 7503***
5.c.4. Model academic proficiency in the English language.	• Candidates are proficient in the English language. • Candidates model effective use of the English language for academic purposes. • Candidates assist their content-area colleagues in becoming effective models of academic English.	Entrance Standards ***ELAN 7503***

Appendix D
Data on full-time tenure-track Teaching Additional Languages Faculty

1. Dr. Melisa Cahnmann, Assistant Professor, Teaching Additional Languages Program, Language and Literacy Education.

Melisa Cahnmann
Curriculum Vitae

1. ACADEMIC HISTORY

Name: Melisa Cahnmann, Ph.D.
Present Rank: Assistant Professor
Recommended Rank: Associate Professor
Proportion Time Assignments:
66.66% Instruction (10 month appointment)
33.33% Research (10 month appointment)
Tenure Status: Untenured; Tenure Track
Graduate Faculty Status: Appointed to Graduate Faculty April 2004
Highest Degree: Ph.D. University of Pennsylvania, Philadelphia
Graduate School of Education, 2001

Academic and Professional Positions Held:

2002-Present	Assistant Professor, Language and Literacy Education, University of Georgia
2002-Present	Faculty, Linguistics Program, University of Georgia
2000-2001	Instructor, MA Education Program, University of Pennsylvania
2000-2002	Instructor, MA Education Program, Arcadia University, Pennsylvania
1999-2000	Graduate Research Assistant Urban Math Project, Philadelphia, Pennsylvania Principal Investigator, Dr. Janine Remillard
1998-1999	Graduate Research Assistant Literacy in Two Languages Project, Philadelphia, Pennsylvania Principal Investigator, Dr. Nancy Hornberger
1995-1997	Graduate Research Assistant Literacy in Two Languages Project, Santa Cruz, California Principal Investigator, Dr. Lucinda Pease-Alvarez

Other Professional Employment:

2001	Instructor, University of Pennsylvania / Study Abroad Program of Kyoritsu University, Japan.
1997	Consultant, Pennsylvania Department of Education Led workshops on the Teaching of English to Speakers of Other Languages (TESOL).
1995-1997	Essay Writer, Educational Testing Service (ETS).
1993-1995	Bilingual Program Coordinator, South Park Elementary School, Los Angeles, California.
1992-1995	Teacher, Grades 3 and 4, South Park Elementary School, Los Angeles, California.

Post-Graduate Awards: None

Professional Affiliations:
American Anthropological Association
Council on Anthropology and Education
Society for Humanistic Anthropology
American Educational Research Association
Arts-Based Inquiry Special Interest Group
National Council for Teachers of English
National Association of Bilingual Education
Associated Writing Programs
Georgia TESOL

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

Courses taught: (*indicates newly created or substantially redesigned course)

University of Georgia:

**ELAN 4730/6730 Methods and Materials for Community Language Teaching in the Local Latino Community	
**ELAN 8590 (Formerly ELAN 8045 Special Topics) Arts-Based Inquiry in Diverse Learning Communities	Fall 2005 (n = 08) Fall 2003 (n = 09)
*ELAN 5540 Creating Community in the LOTE Classroom	Fall 2005 (n=29)
*ELAN 6631 Bilingualism and Bilingual Education	Spring 2006 (n=17) Spring 2005 (n=19) Spring 2003 (n=18) Fall 2002 (n=09)
*ELAN 7600 Reading and Writing in a Non-Native Language	Spring 2002 (n=11)
*EDEC/EDMS/ELAN 5180/7180 Understanding Cultural and Linguistic Diversity in Schools. (This course, taught in affiliation with the University of Vera Cruz, took place in Xalapa, Mexico.)	Summer 2002 (n=10)
*ELAN 5040/7040 Language And Culture	Fall 2004 (n=19) Spring 2003 (n=20) Fall 2002 (n=18)

University of Pennsylvania:

*Multilingual and Multicultural Education	Summer-Fall 2001 Summer 2000

Arcadia University, Pennsylvania:

*EDU 405 Cultural Foundations of Education	Fall 2001, Summer 2001, Spring 2001, Fall 2000, Summer 2000, Spring 2000

Advising and Committees

Ph.D./Ed.D.
Advisor: 5 (2005-6)
Doctoral Committees: 15 (+ 3 who have graduated 2003-2005)

Directed: 2 doctoral independent studies in Spring 2005 and one in Fall 2005

Ed.S.
Advisor: 0
Committees: 1 (graduated Spring 2005)

M.Ed.
Advisor: 17
Committees: 20-30 (who complete degrees each year)

Served as comprehensive examination evaluator for all TESOL and Foreign Language M.Ed. program graduates, Spring 2002 to the present.

Directed independent studies: Spring 2003, Summer 2003, Fall 2004, Spring 2005, Fall 2005, Spring 2006.

3. SCHOLARLY ACTIVITIES

a. Publications

Books authored or coauthored: none

Books edited or co-edited:

Cahnmann, M. & Siegesmund, R. (Submitted for Review). *Arts-Based Inquiry in Diverse Learning Communities: Foundations for Practice.* Lawrence Erlbaum Associates.

An asterisk (*) identifies a publication that has gone through a stringent peer-review process. A double asterisk (**) identifies invited publications that carry prestige and recognition.

Chapters in books:

**Cahnmann, M. (In Press). Arts-based inquiry in language education. In K. King (Ed.), *Encyclopedia of Language Education*. Kluwer.

**Remillard, J. T. & Cahnmann, M. (2005). Researching mathematics teaching in bilingual-bicultural classrooms (169-188). In T. McCarty (Ed.), *Language, literacy, power, and schooling*. Hillsdale, NJ: Erlbaum.

*Cahnmann, M. (2005). "Translating competence in a critical bilingual classroom" (283-293). In X. P. Rodríguez-Yáñez, A. M. Lorenzo Suárez, and F. Ramallo (Eds.). *Bilingualism and education: From the family to the school*. Munich: Lincom Europa.

**Cahnmann, M. (2003). To correct or not to correct bilingual students' errors is a question of continuaing reimagination (187-206). In N. Hornberger (Ed). *The continua of biliteracy*. Clevedon, England: Multilingual Matters LTD.

Monographs: none

Journal articles:

*Cahnmann, M. (2006). Reading, living, and writing bilingual poetry as scholARTistry in the language arts classroom. *Language Arts, 83 (4),* 341-351.

*Cahnmann, M. & Varghese, M. (2005). By any other name: Critical ethnographies of Spanish-English bilingual education. *Linguistics and Education, 16.* 59-73 (65% contribution).

*Cahnmann, M., Rymes, B., & Souto Manning, M. (2005). Using critical discourse analysis to understand and facilitate identification processes of bilingual adults becoming teachers. *Critical Inquiry in Language Studies, an International Journal, 2, (*4) 195-213. (45% contribution).

*Cahnmann, M. (2005). Translating competence in a critical bilingual classroom. *Anthropology & Education Quarterly 36 (3),* 230-249.

Cahnmann, M. (2004). Uncovering creative writing in anthropology. *Anthropology News, 45 (9),* 27.

*Cahnmann, M. (2003). The craft, practice, and possibility of poetry in educational research. *Educational Researcher, 32 (3),* 29-36.

*Cahnmann, M. & Remillard, J. T. (2002). What counts and how: Mathematics teaching in culturally, linguistically, and socioeconomically diverse urban settings. *Urban Review, 34 (3),* 179-205. (50% contribution).

*Cahnmann, M. & Hornberger, N. H. (2000). Understanding what counts: Issues in language, culture, and power in mathematics instruction and assessment. *Educators for Urban Minorities, 1 (2),* 39-52. (75% contribution).

*Cahnmann, M. (1998). Over 30 years of language-in-education policy and planning: Potter Thomas bilingual school in Philadelphia. *Bilingual Research Journal, 22 (1),* 65-81.

Cahnmann, M. (2000). Rhythm and resource: Repetition as a linguistic style in an urban elementary classroom. *Working Papers in Educational Linguistics, 16 (1),* 39-52.

*Cahnmann, M. (1999). "Like three doors - Spanish, English, and both. I'm going to both": Language attitudes of early adolescent Mexican Americans. *Texas Linguistic Forum: SALSA VI, 42* 13-24.

Bulletins or reports:

Hornberger, N. H., Harsch, L., & Evans, B., assisted by Cahnmann, M. (1999). The Six nations education research project. The United States: a country report. *Working Papers in Educational Linguistics (WPEL), 15 (1).* (10% contribution).

Cahnmann, M. (2001). Historical, empirical and theoretical reconsiderations of the ethnography of communication in education (panel review). *Anthropology News, 42 (2),* 45.

Cahnmann, M. & Hornberger, N. (1998-1999). Math + Language + Culture. *LED News*. pp. 1 ff. University of Pennsylvania Graduate School of Education, Language in Education Division. (50% contribution).

Abstracts: none

Book reviews:

Cahnmann, M. (2003). [Review of the book Interdisciplinary Perspectives on the New Immigration, Vol. 6. The New Immigrant and Language.] Journal of American Ethnic History 23 (1), 104-5.

Works submitted but not yet accepted:

*Rymes, B., Cahnmann, M., & Souto Manning, M. (In Review). Rehearsing the revolution: Using Boalian techniques to restore agency to bilingual teachers. *Linguistics and Education.*

*Cahnmann, M. (Revise and Resubmit 2/05). "English is too Puritan for lovemaking" and other metaphors of the bilingual self. *Teachers College Record.*

*Cahnmann, M. (In Review). An interview with Nancy Hornberger. *International Journal of Bilingual Education and Bilingualism.*

*Cahnmann, M. (In-Review). Paradise lost: Lessons from a cross-cultural experience with ten teachers in Mexico. *International Journal of Bilingual Education and Bilingualism.*

Peer-Reviewed Poetry Publications:

Cahnmann, M. (In-Review). *Reverse the Charges*. Poetry Manuscript.

**Cahnmann, M. (2006). Festival Cervantino. *Anthropology & Humanism. 31 (1),* 83.

**Cahnmann, M. (2006). Ghetto Teachers' Apology. *Anthropology & Humanism. 31 (1),* 83-4.

*Cahnmann, M. (2006) Language lessons. *Journal of Latinos and Education, 5 (1),* 75-6.

*Cahnmann, M. (2005). How suffering goes. *Bellevue Literary Review, 5 (2),* 128-9.

*Cahnmann, M. (2005). After reading a letter from my mother. *Bellevue Literary Review, 5 (2),* 128-9.

*Cahnmann, M. (2004). Inheritance. *Sow's Ear Poetry Review, 14 (2),* 15.

*Cahnmann, M. (2004). Ladies' night. *Puerto del Sol, 39 (1),* 8-9.

*Cahnmann, M. (2003). American defense. *Anthropology & Humanism, 28 (2),* 206-7.

*Cahnmann, M. (2002). Make believe. *Red Rock Review, Winter (11),* 19-21.

*Cahnmann, M. (2002). Mother. *Red Rock Review, Winter (11),* 19-21.

*Cahnmann, M. (2001). Fathering. *American Poetry Review*, 30 (6), 50.

*Cahnmann, M. (2001). Even then. *Laurel Review, 35 (2),* 76.

*Cahnmann, M. (2000). Driving through north Philly. *Quarterly West, 51,* 98-99.

*Cahnmann, M. (2000). Advice. *Barrow Street, Summer 2000,* 45.

*Cahnmann, M. (2000). What you are. *River City, 20* (2), 106.

**Cahnmann, M. (9/5/1999). Driving Through North Philly. *Community Voices, Philadelphia Inquirer (E-5).*

*Cahnmann, M. (1997). Photograph. *Bridges: Journal for Jewish Feminists and Friends, 7* (2), 68.

*Cahnmann, M. (1996). Garage sale poetry. *Writing for Our Lives, 5* (2), 6.

b. Creative contributions other than formal publications:

Cahnmann, M. (April, 2006). Featured Poet, Gaines Elementary School, Athens, Georgia.

Cahnmann, M. (October, 2005). Featured Poet, Hurricane relief benefit (fundraiser for the victims of Hurricane Katrina), sponsored by the Vox Reading Series, Little Kings Club, Athens, Georgia.

Cahnmann, M. (September, 2005). Featured poet and honorary Hadassah Myrtle Wreath Award Winner, Hadassah Meeting, Athens, Georgia.

Cahnmann, M. (April, 2005). Featured Poet, Fundraiser for the Athens-Clarke County young adult poetry collection, Little Kings Club, Athens, Georgia.

Cahnmann, M. (April, 2005). Featured Poet, Chase Street Elementary School, Athens, Georgia.

Cahnmann, M. (April, 2005). Featured Poet, Coile Middle School, Athens, Georgia.

Cahnmann, M. (December, 2004). Featured Poet, Java Monkey, Atlanta, Georgia.

Cahnmann, M. (April 2004). Featured Poet, Chase Street Elementary School, Athens, Georgia.

Cahnmann, M. (March 2004). Featured Poet, Java Monkey, Atlanta, Georgia.

Cahnmann, M. (April 2003). Opening Poet for Featured Reader, Rodney Jones, Tasty World, Athens, Georgia.

Cahnmann, M. (March 2003). Featured Poet, Tasty World, Athens, Georgia.

Cahnmann, M. (1998-2001). Featured Poet, Kelly Writers House, Philadelphia, Pennsylvania.

Cahnmann, M. (1997). Poetry Slam, National Competition (Monterrey Bay Team), Portland, Oregon.

c. Grants received:

- 2004-5. Project STELLAR (Support for Teachers of English Language Learners in Academic Requirements) ($7010). Grant awarded by the University of Georgia Research Foundation Inc. (UGARF). Principal Investigator.
- 2004-5. Project STELLAR ($3800). Grant awarded by the Office of the Vice President for Public Service and Outreach for the scholarship of Engagement Grants for University Engagement (SEGUE) program. Principal Investigator.
- 2004. Distinguished Lecturer Program ($3000). 2004 Grant awarded by the Center for Humanities and the Arts to bring Dr. Ruth Behar for collaboration and university speaking engagement January 2005.
- 2004-5. FUND 2004-5 (Finding Unity-in-Diversity) ($39, 884.25). Grant supported by the Georgia Teacher Quality Programs. Principal Investigator.
- 2003-4. FUND project (Finding Unity-in-Diversity) ($19,092). Grant supported by the Georgia Teacher Quality Programs. Principle Investigator.
- 2002-2005. Teachers for English Language Learners ($796,006). Project personnel for grant supported by the U.S. Department of Education. Principle Investigator, Betsy Rymes. Program Evaluator, Melisa Cahnmann.
- 2002-2003. Expanding the partnership between the department of language education and the Garnett Ridge family support center ($16,427). Awarded to support one graduate assistant for shared project. Co-Principle Investigators, Cooper, T., Rymes, B., & Cahnmann, M.
- 2002-2003. The Partnership for Community Learning Centers ($9,096.00). Awarded to support university-school partnership research. Principle Investigator.
- 2001-2002. Leeway Foundation Poetry Grant ($2500). Awarded to support female artists.
- 1994-1995. The Eisenhower Master Team Grant for Math/Science ($10,000). For professional and curriculum development. Principle Investigator.
- 1993. The Aetna Course to College Grant ($5000). For innovative classroom project between Latino fourth grade students and Latino mentors from Occidental College. Principle Investigator.

d. Recognitions and outstanding achievements:

Fellowships/Scholarships

- Spring 2005. Peabody Travel Award. ($500).
- Spring 2005. UGA International Office Travel Fellowship, Montreal ($520.59).
- Spring 2004. UGA International Office Travel Fellowship, Spain ($900).
- Summer 2003. UGA President's Venture Fund Travel Award ($1800).
- Fall 2002. UGA International Office Travel Fellowship, Spain & Turkey ($1600).
- Summer 2001. Peter Mayer Scholarship recipient to the Sewanee Writers' Conference.
- 1998-2001. Spencer Research Fellowship in Urban Education.
- 1995. University of California Regents Graduate Fellowship.

- Summer 1994. Earthwatch Educator's Fellowship for Science Research, Brazilian rain forest, São Paulo, Brazil.

Honors & Awards

- Spring 2006. Dorothy Sargent Rosenberg Award for Poetry in the Spirit of Life ($2,500).
- Spring 2005. D. Keith Osborn Award for Teaching Excellence, UGA ($2000).
- Fall, 2005. Hadassah Myrtle Wreath Award for Contributions to Literature.
- Fall, 2005. Barbara Mandigo Kelly Peace Poetry Contest, Honorable Mention ($50).
- Spring 2005. Dorothy Sargent Rosenberg Award for Poetry in the Spirit of Life ($10,000).
- June 2004. Featured Poet, First Place Winner, Green Mill Poetry Slam. Chicago, Il.
- Winter, 2003. Anthropology & Humanism Poetry Award, First Place.
- Fall 2000. Anna Davidson Rosenberg Award for Poetry on the Jewish Experience, Third Place Winner.
- Fall 2000. Carrie Hunter Tate Award for outstanding anthropology studies.
- Spring 1999. Selected graduate student participant in University of Pennsylvania exchange program with UCLA.
- 1997. Poetry Slam, Competition Winner. Santa Cruz, California.
- 1996. Poetry Slam, Competition Winner. Santa Cruz, California.
- 1995. Poetry Slam, Competition Winner. Santa Cruz, California.

e. Areas in which research is done:

Bilingualism and biliteracy, second language acquisition, multicultural education, critical discourse analysis, critical pedagogy, arts-based approaches to qualitative inquiry including poetry and theater of the oppressed, the anthropology of education, and educational linguistics.

f. Supervision of student research:

Doctoral Advisor:

Name	***Department***	***Role***	***Yr Complete***
Greg McClure	Language and Literacy Education	Chair	Active
Dell Perry	Language and Literacy Education	Chair	Active
Kelli Bivins	Language and Literacy Education	Chair	Active
Akira Okondo	Language and Literacy Education	Chair	Active
Jennifer Wooten	Language and Literacy Education	Chair	Active

Doctoral Committee Membership:

Name	***Department***	***Yr Complete***
Karen Heid	Art Education	2005
Rachel Norwood	Language and Literacy Education	2004
Majid Alharby	Language and Literacy Education	2004
Jennifer Aaron	Reading Education	Active
Sonia Bell	Linguistics	Active
Shannon Wilder	Art Education	Active
Janay Crabtree	Linguistics	Active
Melanie Hundley	Language and Literacy Education	Active
Rachel Pinnow	Language and Literacy Education	Active
David Latimer	Language and Literacy Education	Active
Terri Holbrook	Language and Literacy Education	Active
Fuad Elhage	Language and Literacy Education	Active
Achariya Rezak	Language and Literacy Education	Active
Hristina Keranova	Language and Literacy Education	Active
Federica Goldoni	Language and Literacy Education	Active

g. Editorialship or editorial board member of journals or other learned publications:

Associate Editor, *Critical Inquiry in Language Studies*	2006
Reviewer, *Educational Researcher*	2005-6
Reviewer, *Arts-Based Inquiry Handbook, Sage Publications*	2005

External peer review of the paper "Meeting the literacy development needs of adolescent English language learners through content area learning, Part II: Focus on classroom teaching and learning." Education Alliance at Brown University.	2005 2005
Judge, Poetry Contest and Poetry Editor, *Society for Humanistic Anthropology*	2005
Reviewer, *Issues in Applied Linguistics*.	2003
Reviewer, *Teachers College Press*.	2002
Reviewer, *Urban Review*.	2002
Contributing editor for *Working Papers in Educational Linguistics (WPEL).*	1998-2000
Senior Editor, *Painted Bride Quarterly (PBQ).*	1998-2001
Conference Proposal Reviewer for AERA	1998-present
Conference Proposal Reviewer for Qualitative Research in Education	2002-present

h. Convention papers:
An asterisk (*) identifies a paper that has a published counterpart. A double asterisk (**) identifies a paper that was especially invited.

International

*Cahnmann, M., Rymes, B., & Souto-Manning, M. (2005, April). "Bilingual Teachers' Identities through Discourse." Roundtable Discussion presented at the annual meeting of the American Education Research Association (AERA), Montreal, Canada.

*Cahnmann, M. & Rymes, B. (2004, May). "The Critical Construction of Heterogeneous Bilingual Identities through Discourse." Paper presented at the International meeting of Critical Discourse Analysis, Valencia, Spain.

*Cahnmann, M. (2003, June). "Ten US Teachers' Translations of a Cross Cultural Experience in Mexico." Paper presented at the Israeli Association for the Study of Language and Society, Tel Aviv, Israel.

*Cahnmann, M. (2002, November). *"'Dímelo en inglés, Missy":* Not wanting to understand in the bilingual classroom." Paper presented at the International meeting of Bilingualism, Vigo, Spain.

National

**Cahnmann, M. (2006, February). Keynote Speaker, Presentation: "*'Me defiendo en inglés'* -- Defending oneself and holding one's own: The study and use of metaphor to understand bilingualism and bilingual education." Paper presented at the annual meeting of TESOL/Applied Linguistics Conference (TALGS), Greenville, North Carolina.

**Cahnmann, M. (2006, February). Keynote Speaker, Presentation and Workshop: "Rehearsing the Revolution: Using 'Theater of the Oppressed' to address identity and power in language education." Paper presented at the annual meeting of TESOL/Applied Linguistics Conference (TALGS), Greenville, North Carolina.

*Cahnmann, M. (2005, November) "Metaphors of bilingualism." Invited Presenter at the annual meeting of American Anthropological Association (AAA), San Francisco, California.

*Rymes, B., Souto Manning, M. & Cahnmann, M. (2005, January). "Using Boal in teacher education practices with bilingual adults." Paper presented at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

*Cahnmann, M., Behar, R., Cofer, J. O. & Renato, R. (2005, January). "Poetry and place in the culture of qualitative inquiry." Presentation at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

*Cahnmann, M. (2004, April). "The craft, practice, and possibility of poetry in educational research." Paper presented at the annual meeting of the American Education Research Association (AERA), San Diego, California.

*Cahnmann, M. & Siegesmund, R. (2004, January). Invited Session on Arts-Based Research. Presentation at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

*Cahnmann M., & Aaron, J. (2003, November). "Teacher and researcher translations of a cross-cultural experience in Mexico." Paper presented at the annual meeting of American Anthropological Association (AAA), Chicago, Illinois.

*Cahnmann, M. (2003, November). Anthropology and Humanism Poetry Award Reading. Poetry presented at the annual meeting of American Anthropological Association (AAA), Chicago, Illinois.

*Cahnmann, M. (2003, April). "'Like walking in cement' and other metaphors of struggle in bilingual education." Paper to be presented at the annual meeting of the American Education Research Association (AERA), Chicago, Illinois.

*Cahnmann, M. & Varghese, M. (2003, March). "'By any other name': ethnographies of Spanish-English bilingual education before and after Title VII." Paper presented at the annual meeting of the Ethnography in Education Forum, Philadelphia, Pennsylvania.

*Cahnmann, M., Aaron, J. & Ragsdale, L. (2003, January). "Taking ourselves to Mexico and bringing transformative introspection back to class." Paper to be presented at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

*Cahnmann, M. (2002, March). *"'Dímelo en inglés, Missy':* Not wanting to understand in the bilingual classroom." Paper presented at the annual meeting of the Ethnography in Education Forum, Philadelphia, Pennsylvania.

*Cahnmann, M. (2002, April). "Ethnographic poetics as a method of inquiry." Paper presented at the annual meeting of the American Education Research Association (AERA), New Orleans, Louisiana.

*Cahnmann, M. (2002, April). "Understanding or not wanting to understand." Paper presented at the annual meeting of the American Education Research Association (AERA), New Orleans, Louisiana.

*Hornberger, N. & Cahnmann, M. (2002, April). "Reach for the stars, the continua of biliteracy." Awarded poster session co-presented at the annual meeting of the American Education Research Association (AERA), New Orleans, Louisiana.

*Cahnmann, M. (January, 2001). "Contestation, possibility, and mixed messages: critical ethnography of practice." Panel speaker at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

*Cahnmann, M. (November, 2000). "Building a bilingual education that works." Paper presented at the annual meeting of American Anthropological Association (AAA), San Francisco, California.

*Cahnmann, M. & Remillard, J. (April, 2000). "Negotiating mathematics reform in urban classrooms." Paper co-presented at the annual meeting of the American Education Research Association (AERA), New Orleans, Louisiana.

*Cahnmann, M. (2000, March). "A study in biliteracy: The process interview." Data analysis session at the annual meeting of the Ethnography in Education Forum, Philadelphia, Pennsylvania.

*Cahnmann, M. (1999, November). "Talking numbers: An analysis of mathematics-literacy practices with urban bilingual and bidialectal youth." Paper co-presented with Janine Remillard at the annual meeting of the AAA, Chicago, Illinois.

*Cahnmann, M. (1998, December). "Language attitudes of early adolescent Mexican Americans." Paper presented at the annual meeting of the AAA, Philadelphia, Pennsylvania.

*Cahnmann, M. (1998, April). "'Like three doors--Spanish, English, and both. I'm going to both': Language attitudes of early adolescent Mexican Americans." Paper presented at the annual meeting of the Symposium About Language and Society (SALSA), Austin, Texas.

* Cahnmann, M. (1997, March). "The Saturday math program: Effective middle school instruction with English language learners." Paper presented at the annual meeting of the AERA, Chicago, Illinois.

State and regional conferences

**Cahnmann, M. (2006, January). Invited Speaker, Presentation and Workshop: "Rehearsing the Revolution: Using 'Theater of the Oppressed' in Teacher Education." Paper presented for the UGA College of Education Dean's Council on Diversity, Athens, Georgia.

Cahnmann, M. (2005, December). "Exhibition of Arts-Based Research." Chair and poster presentation at the College of Education, UGA, Athens, Georgia.

Cahnmann, M. (2002, November). "Education of the Latino diaspora in Georgia: Past, present, and future." Panel presentation at the Diversity in the 21st Century: Partnerships for Positive Change Conference, Dalton, Georgia.

Cahnmann, M. (2001, March). "Teaching about language and race: A cultural foundations requirement." Paper co-presented with Arcadia University students at the annual meeting of the Spencer Student Research Symposium, Philadelphia, Pennsylvania.

*Cahnmann, M. & Remillard, J. (2000, April). "What counts and how: Mathematics teaching in culturally, linguistically and socioeconomically diverse classrooms." Paper co-presented with Dr. Janine Remillard. The University of Pennsylvania Spencer Seminar Program, Philadelphia, Pennsylvania.

Cahnmann, M. (2000, March). "Bilingual education: An inside and outside perspective." Paper co-presented with 9th grade students Glenny Rodriguez and Wilmarie Santos at the annual meeting of the Spencer Student Research Symposium, Philadelphia, Pennsylvania.

*Cahnmann, M. (1999, May). "Language and education policy: From the top down and bottom up." Paper presented at the annual Meeting of the Philadelphia School District Immigrant/Newcomer Summit, Philadelphia, Pennsylvania.

Cahnmann, M. (1997, October). "Collaboration and feminist peer support." Panel speaker with the Feminist Research Collective at the University of Pennsylvania Spencer Seminar Program, Philadelphia, Pennsylvania.

Sessions organized and chaired or service as a discussant at professional meetings

*Cahnmann, M., Behar, R. & Renato, R. (2005, Jan.). Invited Session on Poetry and Anthropology. Presentation at the annual meeting of Qualitative Research (QUIG), Athens, Georgia.

4. PUBLIC SERVICE

National Service

2004–Present. Member, *International Spiritual Renewal: Paths Are Many; Truth is One*. Multidenominations and multifaith organizations for peaceful alliance.

Spring 2000. Founding member, *Educational Linguistics Forum (ELF).*

November,1996. *Anthropology and Education,* with Dr. Lucinda Pease-Alvarez.

Preconvention institute for educators presented at the annual meeting of the American Anthropological Association (AAA), San Francisco, California.

1988–Present. Member, Democratic Party.

Regional Service

August 2005-Present. "Poetry Night at Pinewood." Bilingual poetry class for bilingual teens at *Biblioteca y Centro Educativo de la Communidad de Pinewoods* (Athens Regional Library System satellite location at Pinewood Estates).

Spring 2005. Visiting poet, Bilingualism and Poetry in the schools, Coile Middle School, Athens, Georgia.

April 2005. Poetry contest judge and featured speaker at the poetry picnic, Chase Street Elementary, Athens, Georgia.

April 2005. Poetry workshop for teachers and their students, Barrow Elementary, Athens, Georgia.

January 2005. *"Mitos y Misconcepciones en la adquisición de un segundo idioma."* Evoline C. West Elementary, Atlanta, Georgia.

March, 2004. Invited Poet, "Teen Coffeehouse." Athens Regional Library, Athens, Georgia.

2004-Present. Chair, Abraham Alliance Program Production. Working for Peace between Jewish, Muslim and Christian Communities.

August, 2002. Workshop facilitator, "What Every Teacher Should Know About Language, Part I." Chase Street Elementary School, Athens, Georgia.

June, 2001. Workshop director, "What Every Teacher Should Know About Language." Pennsylvania Department of Education Institute, Harrisburg, Pennsylvania.

5. OTHER SERVICES

College/University:

2005-Present. Peabody Awards Screening Committee for Educational Programming and Public Service Television.

2005-Present. Member, College of Education Qualitative Research Committee.

2005. Fall Fling Emcee, COE Dean's Council on Diversity.

2005. Co-Chair, International Conference on Qualitative Research in Education (QUIG) on Arts-Based Research.

December, 2005. Chair, Exhibition of Arts-Based Research. College of Education, UGA.

2004-5. Collaborator with the Distinguished Lecturer Program of the Center for Humanities and the Arts to bring Dr. Ruth Behar to the University of Georgia.

2004-2005. Co-director with graduate assistant Jere Beard, "English Literacy for Spanish Speakers." STELLAR Project Workshops, College of Education, UGA.

2004. "Finding Unity in Diversity in Georgia Schools." CLASE Workshop on Latinos in Education, 2004. Amicalola Falls, Georgia.

2004-Present. Member, University Steering Committee, International Conference on Qualitative Research in Education (QUIG).

Department:

2005-6. Member, Language Education Department Search Committee, Foreign Language Position.

2005-6. Member, Language Education Department Search Committee, TESOL Position.

2005. Member, Merit Committee.

2005-Present. Member, TAL Program Committee to Create a TESOL Credentialing Program.

2004-5. Member, Language Education Department Search Committee, Foreign Language Position.

Fall 2004. Member, Cultural Committee for Merging Departments.

2002-3. Member, Diversity Committee.

2002-3. Representative TAL faculty to the Xalapa Experience program with Elementary Education.

2002-Present. Member, TAL Program Committee.

2. **Dr. Rebecca Callahan, Assistant Professor, Teaching Additional Languages Program, Language and Literacy Education.**

Rebecca Callahan
Assistant Professor
Department of Language and Literacy Education
University of Georgia
125 Aderhold Hall
Athens, GA 30602-7123
rmcallah@uga.edu
Phone: (706) 452-4513
Fax: (706) 542-4509

Education

2003	Ph.D. in Education, University of California, Davis Language and Literacy: Second Language Acquisition
2001	M.A. in Education, University of California, Davis
1993	B.C.C. Bilingual Teaching Credential, University of California, San Diego
1992	B.A. in Anthropology, University of California, San Diego Study Abroad: Pontificia Universidad Católica del Ecuador

Academic Employment

2006-present	Assistant Professor, Department of Language and Literacy Education University of Georgia
2004-2006	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of Texas, Austin Population Research Center
2003-2004	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of California, Santa Barbara Linguistic Minority Research Institute
2002-2003	Coordinator, University of California Linguistic Minority Research Institute Educational Policy Center University of California, Davis

Peer Reviewed Articles

Callahan, R.M. (*2006*). The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal (30)* 1, 1-21.

Callahan, R.M. (2005). Tracking and high school English Learners: Limiting opportunity to learn. *American Educational Research Journal, (42)* 2, 305-328.

Gándara, P., Rumberger, R., Maxwell-Jolly, J. and Callahan, R. (2003). English Learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives*, 11(36).

Book Chapters

Callahan, R.M. and Gándara, P.C. (2004). Nobody's agenda: Improving English Language Learners' access to higher education (107-127). In *Immigrant and second language students: Lessons from research and best practice*, Michael Sadowski, (Ed.) Harvard Education Press.

Reports and Other Publications

Rumberger, R.W., Callahan, R.M., and Gándara, P.C. (2003). Has Proposition 227 Reduced the English Learner Achievement Gap? *UC-LMRI Newsletter, 13* (1) http://lmri.ucsb.edu/publications/newsletters/v13n1.pdf

Gándara, P., Restrepo, L.F., and Callahan, R.M. (2002) Latino students and the pathway to college: The college transitions project. For University of California Office of the President

Manuscripts Under Review and In Process

Callahan, R.M., Wilkinson, L., Muller, C., and Frisco, M. (Revised and Resubmitted). The effect of ESL placement on immigrant student achievement. *American Educational Research Journal*

Callahan, R.M., Wilkinson, L., and Muller, C., (In Process). Mexican-origin student achievement: School context and the effect of ESL placement.

Riegle-Crumb, C., and Callahan, R.M. (In Process) The academic achievement of Latino youth: Exploring the role of friends, generational status, and gender.

Callahan, R.M. (In Process) School context and language choice: Latino student achievement in Texas.

Fellowships and Grants

2006-2009	Muller, C. and Callahan, R.M. *The role of language and education in the civic integration of adolescent immigrants during the transition to adulthood:* Russell Sage Foundation
2005-2006	*Language, school context and Hispanic student achievement and integration in Texas.* Texas Higher Education Opportunities Program sponsored by the Ford and Spencer Foundations
2003-2006	American Educational Research Association- Institute of Educational Sciences Post-Doctoral Fellowship
2003-2004	University of California Linguistic Minority Research Institute Post-Doctoral Fellowship
2002-2003	University of California All Campus Consortium on Research for Diversity (UC ACCORD) Dissertation Fellowship

Grants Under Review

Courses Taught

Second Language Acquisition (ALD 325) UT Austin, College of Education, Department of Curriculum and Instruction: Spring 2005.

Additional Educational Employment

2002-2003	English Learner Program Consultant Grant Joint Union High School District: Sacramento, California
1999-2002	Bilingual Coordinator/ Resource Specialist

Woodland Joint Unified School District: Woodland, California

1993-1999 Bilingual Teacher: Grades Kindergarten through Second
Jamul-Dulzura Union School District: Jamul, California

1995-1997 Project PREPA (Title VII) ELD Science Curriculum Development
San Diego County Office of Education: San Diego, California

Additional International Education

1990-1991 Pontificia Universidad Católica del Ecuador: Quito, Ecuador
1994 Center for International Studies: Mérida, Mexico
1998 California State University at Sacramento: Burgos, Spain

Selected Conference Presentations

Friendship networks, social capital and Latino immigrant students' academic achievement with Dr. C. Riegle-Crumb. Sociology of Education Association (2006): Asilomar, CA

Language policy in California and the impact on teacher education and working conditions with Dr. P. Gándara. AERA (2005): Montréal, Canada.

Language and literacy: Academic opportunities and high school English Learners. AERA (2005): Montréal, Canada.

English language proficiency and reading development in linguistic minority children with Dr. R. Rumberger. UC LMRI Biliteracy Forum (2005): Santa Barbara, CA.

Long-term ELs and recent immigrants: Qualitatively different responses to a reading intervention program with Dr. R. Figueroa. UC LMRI Annual Conference (2004) Santa Barbara, CA.

Opportunity to learn in a California high school: English Learners and track placement. AERA (2004): San Diego, CA.

NAEP: Addressing the 'achievement gap' post-Proposition 227. California Bilingual Coordinators Network (2004): San Francisco, CA.

English language proficiency and track placement: Variable effects on academic achievement. Fourth International Symposium on Bilingualism ISB4 (2003): Tempe, AZ.

Tracking and high school English learners: Opportunity to learn UC LMRI Annual Conference (2003) San Diego, CA.

High school English learners: Master scheduling, placement, evaluation and program access. English Learner Assessment and Accountability Institute (2002): Santa Barbara, CA

California's new English Language Development Exam: A high stakes assessment. Council of Chief State School Officers Conference (2002): Palm Desert, CA

Academic writing development and secondary school English learners. Teachers of English to Speakers of Other Languages Annual Conference (2001): St. Louis, MO.

ELD Science curriculum: A cognitive approach via Project PREPA. California TESOL Conference (2000): Sacramento, CA.

Service: Committees and Leadership

2004-present	Peer Reviewer: *American Educational Research Journal, International Migration, Sociology of Education, Educational Evaluation and Policy Analysis*
2005	Proposal Reviewer: *American Educational Research Association* Annual Conference
2004-2005	Conference Registrar: *Sociology of Education Association*
2003-2004	California English Language Development Test Technical Advisory Group
2002-2004	UC LMRI Representative: *California Bilingual Coordinators Network*
2001-2003	Policy Representative: Graduate Student Government UC Davis
1999-2002	Bilingual Teacher Representative: Woodland High School English Learner Advisory Committee (ELAC), and Woodland Joint Unified School District ELAC.
1993-1999	Bilingual Teacher Representative: Jamul-Dulzura Union School District English Learner Advisory Committee
1994-1998	Bilingual Representative: School Site Council, Jamul-Dulzura Union School District
1997-1999	Chapter President: Jamul Primary School Teachers Association
1994-1999	Member: Jamul-Dulzura Union School District Teachers Association
1997-1999	Language Arts Improvement Project: English Language Development Representative, Jamul-Dulzura Union School District
1996-1998	Reading Adoption Committee: Jamul Primary School
1994-1996	School Presentation and Visitations Team: Jamul-Dulzura Union School District
1997-1999	English Language Development Cadre *Train the Trainers Program*: San Diego County Office of Education
1995	Cognitive Coaching Institute: San Diego County Office of Education
1994-1999	Development and implementation of a primary language development and academic enrichment program for Spanish-dominant Kindergarten students: Jamul-Dulzura Union School District

3. Dr. Linda Harklau, Professor, Teaching Additional Languages Program, Department of Language and Literacy Education.

Education

1992 Ph.D. University of California, Berkeley Graduate School of Education.

1990-91 Visiting scholar, Education Abroad Program, Chiang Mai University, Chiang Mai, Thailand.

1985 M.A. University of Minnesota. English as a Second Language.

1980 B.A. University of Minnesota. History and French.

Professional Experience

2006-	Professor, Department of Language and Literacy Education, University of Georgia
2000-2005	Associate Professor, Department of Language and Literacy Education, University of Georgia
1996-2000	Assistant Professor, Department of Language Education, University of Georgia
1996-	Faculty, Interdisciplinary Program in Linguistics, University of Georgia
1992-1996	Assistant Professor, Warner Graduate School of Education and Human Development, University of Rochester
1987-92	Research assistant, Center for the Study of Writing, University of California, Berkeley
1990	Consultant, California Tomorrow Immigrant Students Project
1986-87	Research assistant, ESL textbook project for Harcourt, Brace, Jovanovich Publishers, Inc.
1986-88	Instructor, English Language Program, University of California.
1985-86	Composition tutor, University of California, Berkeley
1983-84	Instructor, Summer Intensive English Language and Orientation Program, University of Minnesota. (Assistant section leader, 1984)
1983-84	Instructor, English Language Institute, University of Minnesota

Awards and Honors

2002	Institute for Behavioral Research Mentoring Program, University of Georgia
1995	TESOL Heinle & Heinle Distinguished Research Award
1990-91	Pacific Region Scholarship, University of California.
1988-89	Gleason Graduate Fellowship, School of Education, University of California, Berkeley.
1985-86	Pardee Graduate Fellowship, University of California, Berkeley.

Grants Received

2002-03	Board of Regents of the University System of Georgia, Hispanic Task Force, ESOL endorsement program ($64,000)

2000 University of Georgia, College of Education Summer Research Award: "Promoting Hispanic Student Enrollment in Higher Education" ($5,000)

1995-96 Haggerty Research Scholarship, Strong Memorial Children's Research Center, Rochester, NY: "Latino Student School-based Stress and Coping" ($7,500)

Publications

Books

Harklau, L., Losey, K., & Siegal, M. (Eds.) (1999). *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL*. Mahwah, NJ: Lawrence Erlbaum Associates.

Journal Articles

Harklau, L. & Norwood, R. (2005) Negotiating researcher roles in ethnographic program evaluation: A postmodern lens. *Anthropology and Education Quarterly, 36, 278-288.*

Harklau, L. & Zuengler, J. (2004). Introduction to special issue: Popular culture and classroom language learning. *Linguistics and Education 14*, 227-229.

Matsuda, P. K., Canagarajah, A. S., Harklau, L., Hyland, K., & Warshauer, M. (2003). Changing currents in second language writing research: A colloquium. *Journal of Second Language Writing 12*(2), 151-179.

Reprinted in: K. Kaur (Ed.) (2004). Second language writing: Research and practice (pp. 22-67). MELTA ELT Series. Petaling Jaya, Malaysia: Sasbadi.

Harklau, L. (2002). The role of writing in classroom second language acquisition. *Journal of Second Language Writing, 11,* 329-350.

Harklau, L. (2001). From high school to college: Student perspectives on literacy practices. *Journal of Literacy Research, 33*, 33-70.

Harklau, L. (2000). From the "good kids" to the "worst:" Representations of English language learners across educational settings. *TESOL Quarterly, 34*, 35-67.

Reprinted in: Sharkey, J. & Johnson, K. E. (Eds.)(2003), *The TESOL Quarterly Dialogues: Rethinking issues of language, culture, and power*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Harklau, L. (1999). Representations of immigrant language minorities in U.S. higher education. *Race, Ethnicity, and Education, 2*(2), 257-279.

Harklau, L. (1998). Newcomers in U.S. higher education: Issues of access and equity. *Educational Policy, 12*, 634-658.

Harklau, L. & Schecter, S. (1996) Sociocultural dimensions of voice in non-native language writing. *Pragmatics and Language Learning, 7*, 141-152.

Harklau, L.A. (1994a). ESL and mainstream classes: Contrasting second language learning contexts. *TESOL Quarterly, 28*(2), 241-272.

Reprinted in: Zamel, V. & Spack, R. (Eds.) Enriching ESOL pedagogy. Mahwah, NJ: Erlbaum.

Harklau, L.A. (1994b). Tracking and linguistic minority students: Consequences of ability grouping for second language learners. *Linguistics and Education, 6*, 221-248.

Harklau, L.A. (1994c). Jumping tracks: How language-minority students negotiate evaluations of ability. *Anthropology and Education Quarterly, 25*(3), 347-363.

Schecter, S.R. & Harklau, L.A. (1991). Annotated bibliography of research in writing in a nonnative language. *CATESOL Journal, 4*(1), 109-122.

Book Chapters

Harklau, L. (in press) Through and beyond high school: Academic challenges and opportunities for college-bound immigrant youth. In L. Verplaetse and N. Migliacci (Eds.), Inclusive Pedagogy: Research Informed Practices for English Language Learners. Mahwah, NJ: Lawrence Erlbaum Associates, Annenberg Institute for School Reform, and the Brown University Education Alliance.

Harklau, L. (in press). The adolescent English language learner: Identities lost and found. In Cummins, J. & Davison, C. (Eds.) *International handbook of English language education*. Norwell, MA: Springer.

Harklau, L. (2005). Ethnography and ethnographic research on second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language learning and teaching* (p. 179-194). Mahwah, NJ: Lawrence Erlbaum.

Reeves, J. & Harklau, L. (2003). Dialogues around "From the 'good kids' to the 'worst': Representations of English language learners across educational settings" by Linda Harklau (2000). In Sharkey, J. & Johnson, K. E. (Eds.), *The TESOL Quarterly Dialogues: Rethinking issues of language, culture, and power*. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Harklau, L. (2003). Representational practices and multi-modal communication in U.S. high schools: Implications for adolescent immigrants. In Bayley, R. & Schecter, S. R. (Eds.) *Language socialization in bilingual and multilingual societies* (pp. 83-97). New York: Multilingual Matters.

Harklau, L., Siegal, M., and Losey, K. (1999). Linguistically diverse students and college writing: What is equitable and appropriate? In Harklau, L., Losey, K., & Siegal, M. (Eds.) *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (pp 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.

Harklau, L. (1999). Representing culture in the ESL writing classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 109-130). New York: Cambridge University Press.

Harklau, L. (1999). The ESL learning environment in high school. In Christian Faltis and Paula Wolfe (Eds.), *So much to say: Teenagers, bilingualism, and ESL in the secondary school* (pp. 42-60). New York: Teachers College Press.

Other publications:

Harklau, L. (2004). [Review of the book *Ethical issues for ESL faculty: Social justice in practice*]. *English for Specific Purposes, 23*(4), 471-472.

Harklau, L. (2003). [Review of the book *The politics of TESOL education: Writing, knowledge, critical pedagogy*]. *Teachers College Record, 105*, 1203-1205.

Harklau, L. (2002). [Review of the book *In our own words: Students' perspectives on school*]. *Anthropology and Education Quarterly 33* (3), [on-line] Available: www.aaanet.org/cae/aeq/br/index.htm

Harklau, L. (1999). [Review of the book *Struggling to be heard: The unmet needs of Asian Pacific American children*]. *Anthropology and Education Quarterly 30* (4), [on-line] Available: www.aaanet.org/cae/aeq/br/index.htm

Schecter, S.R. & Harklau, L.A. (1992). Writing in a non-native language: What we know, what we need to know. (ERIC document reproduction service no. ED 353 825).

Schecter, S.R. & Harklau, L.A. (1991). Annotated bibliography of research on writing in a non-native language. Technical Report No. 51. Berkeley, CA: University of California, Center for the Study of Writing.

Manuscripts in preparation and under review:

Roberge, M., Siegal, M., & Harklau, L. (Eds.) (under review). Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL.

Harklau, L. (under contract) Developing qualitative longitudinal case studies of advanced language learners. In Ortega, L. & Byrnes, H. (eds.), The Longitudinal Study of Advanced Language Capacities. Mahwah, NJ: Erlbaum.

Harklau, L. and Williams, G. (under review) Practicing theory in qualitative research on L2 writing. In Silva, T. and Matsuda, P. T. (Eds.), Theory into practice in second language writing research.

Harklau, L. and Pinnow, R. (in preparation) Second language writing. In Christenbury, L., Bomer, R., and Smagorinsky, P. (Eds.), Handbook of Adolescent Literacy Research. Guilford Press.

Harklau, L. and Pinnow, R. (in preparation) The writing on the wall: The semiotics of school visual media culture.

Harklau, L. and Peng, X. (in preparation) Being at risk and becoming college-bound: Teacher discourse in a program for at-risk youth.

Harklau, L. (in preparation) A thousand small blows: How high schools fail Latino immigrant students

Presentations

International

Harklau, L. and Peng, X. (2005, July). Teacher talk in youth intervention programs: Thematic and linguistic characteristics. Paper presented at the 14th World Congress of Applied Linguistics, Madison, Wisconsin.

Pinnow, R. & Harklau, L. (2005, April). The writing on the wall: How school-based multimodal discourse positions student identities. Paper presented at the annual meeting of the International Society for Language Studies, Montreal.

Harklau, L. (2003, March). Response to Reeves. In Sharkey, J. (chair), Teacher researcher dialogues on identity/representation politics. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Baltimore.

Harklau, L. (2002, April). Representational practices and multi-modal communication in U.S. high schools: Implications for adolescent immigrants. In Schecter, S. R. and Bayley, R. (chairs), Language socialization in bi-/multilingual school settings. Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Salt Lake City, Utah.

Harklau, L. (2001, February). (Chair). *College composition for Generation 1.5: Case studies.* Colloquium presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), St. Louis, Missouri.

Harklau, L. (1999, March). 'The U.S. and your country': Representing immigrant social identity in ESOL college writing classrooms. In C. Polio (Chair), *Quantitative and qualitative research on ESL writers*. Academic Session presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York.

Harklau, L. (1998, March). (Chair). *Educating LEP and bilingual students: Agendas for the future*. Academic session presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, Washington.

Harklau, L. (1996, March). *Immigrants and ESL: A question of fit.* Applied Linguistics Interest Section Discussion Group presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Chicago.

Harklau, L. & Schecter, S. (1995, March). *The spaces in between: Voice in non-native language writing.* Paper presented at the annual International Conference on Pragmatics and Language Learning, University of Illinois, Urbana.

Schecter, S. & Harklau, L. (1992, November). *The research on writing in a non-native language*. Paper presented at the annual meeting of the Japanese Association of Language Teachers (JALT), Tokyo, Japan, November, 1992.

Schecter, S. & Harklau, L. (1992, March). *Writing in a non-native language: What we know and what we need to know*. Paper presented at the annual conference of the Teachers of English to Speakers of Other Languages (TESOL), Vancouver.

National

Harklau, L. and Williams, G. (2006, June). Theories of inquiry in qualitative research on L2 writing. Invited paper presented at the Second Language Writing Symposium, Purdue University, Indiana.

Harklau, L. & Pinnow, R. (2005, December). Youth literacies and school-based visual media culture. In Vasudevan, L. (Chair), New methodologies and modes of representation in literacy research with youth. Colloquium presented at the annual conference of the American Anthropological Association (AAA), Washington, DC.

Harklau, L. & Peng, X. (2005, April). Teacher expectancies and classroom discourse in an academic enrichment program. Paper presented at the annual conference of the American Educational Research Association (AERA), Montreal.

Harklau, L. (2005, April). Response to Meltzer and Hamann. Discussant at invitational conference co-sponsored by the University of California Linguistic Minority Research Institute, UC Davis School of Education, and the Hewlett Foundation on the academic literacy needs of secondary English learners, Stanford, CA.

Harklau, L. (2005, March). Developing longitudinal case studies of advanced language learners. In Ortega, L. (chair), The longitudinal study of advanced foreign language capacities: Theoretical and methodological issues. Invited colloquium presented at the annual Georgetown University Roundtable on Linguistics, Washington, DC.

Harklau, L. & Pinnow, R. (2005, January). The writing on the wall: Researching school-based visual media culture. Paper presented at the annual Qualitative Inquiry in Education (QUIG) Conference, Athens, Georgia.

Harklau, L. (2004, October). From high school to college: English language learners and shifting literacy demands. Keynote presented at the 10th Biannual Composition Studies Conference, Durham, New Hampshire.

Pinnow, R. & Harklau, L.(2004, May). "Before getting suspended, think twice": Social semiotics of school-based visual culture. Paper presented at the Critical Discourse Analysis conference, Bloomington, Indiana.

Harklau, L. with Pinnow, R. (2004, May). “Before getting suspended, think twice”: Social semiotics of school-based visual culture. Paper presented at the annual meeting of the American Association for Applied Linguistics, Portland, Oregon.

Harklau, L. & Norwood, R. (2003, November). The fishermen and the game warden: Negotiating identities as ethnographic program evaluators. In L. Rosen & B. Rymes (chairs), *Changing institutional and individual identities: Learning in university, community, and P-12 school partnerships*. Session presented at the annual meeting of the American Anthropological Association, Chicago, IL.

Harklau, L. & Norwood, R. (2003, February). The fishermen and the game warden: Postmodern challenges to ethnographic program evaluators. Paper presented at the annual Ethnography in Education Research Forum, Philadelphia, PA.

Harklau, L. (2002, November). Discussant. In Willett, J. (chair), *Doing critical literacy in hard times.* Classroom demonstration presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA.

Harklau, L. (2002, April). L2 writing by ‘Generation 1.5’ students: Recent research and pedagogical trends. In Matsuda, P. K. (chair), *Changing currents in second language writing research*. Invited colloquium presented at the annual meeting of the American Association for Applied Linguistics, Salt Lake City, Utah.

Harklau, L. (2002, April). (Chair). *Popular culture and classroom L1 and L2 learning*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, Salt Lake City, Utah.

Harklau, L. & Norwood, R. (2002, January). The fishermen and the dynamite: Negotiating subject positions in qualitative program evaluation. Paper presented at the annual conference on Interdisciplinary Qualitative Studies (QUIG), Athens, Georgia.

Zuengler, J. & Harklau, L. (2001, February). (Co-chairs). *L2 learners in transition: Sociocultural perspectives*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, St. Louis, Missouri.

Harklau, L. (2001, February). Being at-risk, becoming college-bound: Institutional transitions and student academic identities. In J. Zuengler and L. Harklau (Co-chairs), *L2 learners in transition: Sociocultural perspectives*. Colloquium presented at the annual meeting of the American Association for Applied Linguistics, St. Louis, Missouri.

Harklau, L. (2000, September). *Writing literacy into second language acquisition theory: Lessons from U.S. high school classrooms.* Keynote presented at the second Symposium on Second Language Writing, Purdue University.

Harklau, L. (2000, March). Self-presentation and representation in L2 ethnography. In Dwight Atkinson (Chair), *Interrogating ethnographies: New and recent ethnographic approaches in second language education research.* Colloquium presented at the annual meeting of the American Association for Applied Linguistics, Vancouver, BC, Canada.

Harklau, L. & Hsiao, C.-h. (1999, September). *Faculty and peer roles in international student investment in SLA.* Paper presented at the Second Language Research Forum, Minneapolis, MN.

Harklau, L. (1998, March). *'In the U.S. and your country:' Constructions of language minority identity in classrooms*. Paper presented at the annual meeting of the American Association for Applied Linguistics, Seattle, WA.

Harklau, L. (1996, March). *From high school to college: ESL students transcending the boundary*. Paper presented at the annual meeting of the Conference on College Composition and Communication, Milwaukee, WI.

Harklau, L. (1995, November). (Chair). *The co-construction of minority social identities through schooling*. Roundtable presented at the annual meeting of the American Anthropology Association, Washington DC.

Harklau, L. (1995, March). Social support for language minority students' transition from high school to college. In T. Philion (Chair), *It all depends on where you're at: Rethinking empowerment from the inside out*. Session presented at the annual meeting of the Conference on College Composition and Communication, Washington DC.

Harklau, L. (1993, April). Tracking and second language: Newcomer student experiences in mainstream high school classrooms. In R. D. Milk (Chair), *Issues in primary and second language learning of Latino students*. Session presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Harklau, L. (1990, April). *Chinese newcomers: The transition to the mainstream.* Paper presented at the National Association for Asian and Pacific American Education (NAAPAE) conference, San Francisco, CA.

Schecter, S. & Harklau, L. (1990, March).*Writing in a non-native language: State of the art*. Paper presented at the College Composition and Communication Conference (CCCC), Chicago, IL.

State and regional

Harklau, L. (2006, May). Language minorities in higher education: What we (don't) know. Keynote presented at the annual meeting of the University of California Linguistic Minority Research Institute (LMRI), Irvine, CA.

Harklau, L. (2002, November). *From high school to college: Generation 1.5 students in transition.* Plenary presented at Midwest TESOL, Minneapolis, MN.

Harklau, L. (2001, March). *ESOL learners in U.S. high schools: Research findings and instructional implications*. Invited presentation at the annual meeting of Georgia TESOL, Atlanta, GA.

Harklau, L. (2000, November). *Poetics and politics of ESOL student self-disclosure*. Invited presentation at Georgia State University, Department of Applied Linguistics, Atlanta, GA.

Harklau, L. (2000, May). *The rest of the day: What ESL students do in mainstream classrooms.* Plenary presented at the annual meeting of the Sunshine State TESOL of Florida, Daytona Beach, FL.

Harklau, L. (1993, November). *What ESOL teachers need to know about tracking*. Paper presented at the annual meeting of the New York State Teachers of English to Speakers of Other Languages (NYSTESOL), Syracuse, NY.

Schecter, S. & Harklau, L. (1991, June). *Writing in a non-native language: Synthesizing the research.* Paper presented at the ARC Research Forum, San Francisco, CA.

Harklau, L. (1990, April). *Second language development in mainstream classes: Opportunities for input and interaction*. Paper presented at the annual meeting of the Linguistic Minority Research Project, University of California, Santa Cruz, CA.

Harklau, L. (1990, January). *Chinese Newcomer Students in Mainstream High School Classrooms*. Paper presented at the California Association for Bilingual Education (CABE) conference, San Francisco, CA.

Professional Activities

Workshops and consultation:

"Meeting the needs of ‚Generation 1.5' students," Presentation and workshop with Chery Benz, Project Exito, South Metropolitan Higher Education Consortium, Joliet, Illinois, September, 2005.

"Reading and writing to learn in middle and high school," Center for Latino Achievement and Success in Education (CLASE) Summer Institute Session, Amicalola Falls, Georgia, June, 2004.

"Working with English language learners in secondary classrooms," Title III Professional Development Seminar, Board of Cooperative Educational Services Bilingual Education Technical Assistance Center, Spencerport, NY, December, 2003.

Interview featured in A. Teemant, S. Pinnegar, & R. Graham (eds.), The second language literacy case: A video ethnography of teaching second language students content through literacy development: Parts I, II, III, IV. [CD-ROM]. Provo, Utah: Brigham Young University, 2003.

Interview featured in A. Teemant & S. Pinnegar (eds.), Assessment for linguistically diverse students Video Segments. [Videotaped Recording]. Provo, Utah: Brigham Young University, 2002.

Interview featured in A. Teemant & S. Pinnegar (eds.), The second language acquisition case: A video ethnography of second language learners: Part I, II, III. [CD-ROM]. Provo, Utah: Harris Video Cases, 2002.

"Qualitative research fair," with Patricia Duff and Numa Markee, Research Interest Section Discussion Group at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), New York, March 1999.

"Academic skills in college/university preparation," with Jim Bame, Susan Carkin, Margot Haynes, and Eli Hinkel, Preconvention Institute at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, March 1998.

"How writing comes to be: Research from the National Center for the Study of Writing and Literacy," Board of Cooperative Educational Services, Batavia, New York, February 1993.

"Teaching immigrant students in mainstream classes," Sonoma State University, Rohnert Park, California, July 1989.

"Teaching linguistic minority students in mainstream English," Bay Area Writing Project credential program, University of California, Berkeley, CA, January, 1987.

Editorial Boards:

2002-	Editorial Board, Reading Research Quarterly
2000-	Editorial Board, ESL & Applied Linguistics Professional Series, Lawrence Erlbaum Associates
2001-2003	Editor Search Committee, TESOL Quarterly
2000-2003	Editorial Advisory Board, TESOL Quarterly
1997-2000	Editorial Advisory Board, TESOL Journal
1995-1997	Board Member, Council on Anthropology and Education (Chair, Committee on Language, Literacy, & Cognition)

Reviewer:

2003, 2006	American Educational Research Journal
1996, 1998-1999, 2002	Applied Linguistics
2002	Canadian Modern Language Review
2003	ERIC Digest, Clearinghouse on Languages and Linguistics
2000	Journal of Literacy Research
2000, 2002, 2005	Journal of Second Language Writing
2003	Language Learning
2002	Language Learning and Technology
1997-2000, 2004	Lawrence Erlbaum Associates
2003	Modern Language Journal
1998, 2000-2001, 2003, 2005, 2006	Research in the Teaching of English
2004	Teachers College Record
1995,1997-99, 2003-2005	TESOL Quarterly

Other selected national and international service:

2000, 2006	Program Committee, American Association for Applied Linguistics annual meeting
2004-2005	Program Committee, 14th World Congress of Applied Linguistics
2004-2007	Member at Large, Executive Committee, American Association for Applied Linguistics
2001-2004	Committee on Second Language Writing, Conference on College Composition and Communication
2001	Co-chair, National Reading Conference Area 11, Literacy and Language Diversity

1999-2000	Strand Coordinator, American Association for Applied Linguistics
1999	Introduction of David Crystal, Opening Plenary speaker, TESOL ’99, New York
1998	Session chair, New Ways of Analyzing Variation (NWAV)
1998	Chair, Applied Linguistics Interest Section, TESOL
1996	Nominating committee, Applied Linguistics Interest Section, TESOL

Other selected regional and university service:

2004-	College of Education Faculty Senate
2003-	Search Committee, Goizueta Foundation Distinguished Chair of Latino Teacher Education
2002-2005	Dean’s Forum, University of Georgia
2000	Faculty panelist, Academic Honesty Office, University of Georgia
1997-1999	Board member, Georgia Teachers of English to Speakers of Other Languages (GATESOL)
2000-2001	Steering Committee, Linguistics Program, University of Georgia
1995-1996	Board of Directors, Puerto Rican Youth Development and Resource Center, Rochester, NY
1993-1996	Associate, Susan B. Anthony Women's Studies Center, University of Rochester

Affiliations:

American Association for Applied Linguistics

American Educational Research Association

National Council of Teachers of English: Conference on College Composition and Communication

International Reading Association

4. Dr. Betsy Rymes, Associate Professor, Teaching Additional Languages, Department of Language and Literacy Education.

Ph.D. University of California, Los Angeles
Program in Applied Linguistics, 1997

M.A. University of California, Los Angeles
Teaching English as a Second Language, 1994

B.A. with Honors, Swarthmore College English Literature, 1987

Credential: California State University Dominguez Hills
California Credential in Secondary English, 1991

Academic Positions:

2003-present	Associate Professor, Language Education, The University of Georgia. Athens, GA.
1998-2003	Assistant Professor, Language Education, The University of Georgia. Athens, GA.
1998-present	Affiliated Faculty, Linguistics Program, The University of Georgia. Athens, GA.
1997, Summer	Instructor. Advanced English Program, UCLA Summer Sessions. ESL Adjunct to The Human Dimension of International Management. University of California, Los Angeles.
1996	Teaching Fellow. Designed and taught course "Discourse and Second Language Acquisition" with Professor John Schumann. University of California, Los Angeles.
1994, Summer	Instructor. Advanced English Program, UCLA Summer Sessions. ESL Adjunct to Communication Studies. University of California, Los Angeles.
1992-1995	Teaching Assistant. Undergraduate and graduate ESL students. University of California, Los Angeles.

Other Professional Employment:

1997-1998	Educational Research Director. Ballard & Tighe, Publishers, Brea, CA.
1994-1995	Research Assistant. *The Socialization of Scientific Discourse*, P.I., Elinor Ochs, Professor, Program in Applied Linguistics, University of California, Los Angeles.
1994	Research Assistant. *Studies in the Social Context of Literacy*, P.I., Kris Gutierrez, Professor, Graduate School of Education, University of California, Los Angeles.

1993	Research Assistant. *Less Commonly Taught Languages Database Project*, P.I., Russ Campbell, Professor Emeritus, Department of Applied Linguistics. University of California, Los Angeles.
1991-1992	ESL Teacher for Adults. United Education Institute, Huntington Park, CA.
1989-1991	ESL Teacher, Charles Drew Junior High School, Los Angeles Unified School District.
1989	Reading Teacher, Kindergarten-Adult, Institute of Reading Development, Long Beach, CA.

Post-Graduate Awards:

1995-1998	Graduate Research Fellowship, National Science Foundation
1994-1997	Evelyn Hatch Award for Editorship of *Issues in Applied Linguistics*

2. COURSES TAUGHT

EEN 500/700 First and Second Language Acquisition and Development
ELAN 4630/6630 Methods and Materials for Adult Second Language Learners
ELAN 5730/7730 First and Second Language Acquisition and Development
ELAN 9060 Research Apprenticeship with Language Education Ph.D. student
ELAN 4630/6630 Methods and Materials for Adult Second Language Learners
ELAN 8030 Discourse Analysis and Language Development
ELAN 5550 Foreign Language Student Teaching Seminar
ELAN 7732 Classroom Discourse
ELAN 5730/7730 *ON-LINE* First and Second Language Acquisition and Development
EDEC/EDMS/ELAN 5180/7180 Understanding Cultural and Linguistic Diversity (in Xalapa, Veracruz, Mexico)

3. SCHOLARLY ACTIVITIES

a. Publications

An asterisk (*) identifies a publication that has gone through a stringent peer-review process. A double asterisk (**) identifies invited publications that carry prestige and recognition. Betsy **Rymes** has also published under the name Betsy **Kreuter**.

Books Authored or Co-Authored:

Rymes, B. (2001). *Conversational borderlands: Language and identity in an alternative urban high school.* New York: Teachers College Press.

Books Edited or Co-Edited:

Wortham, S. & Rymes, B. (Eds.) (2003). (Rymes' contribution, 50%). *The linguistic anthropology of education*. Westport, CT: Greenwood.

Chapters in Books:

** Rymes, B. (2005). English Language Learners in the Middle Grades. In V. Anfara, P.G. Andrews, & S.B. Merton (Eds.) *The Encyclopedia of Middle Level Education.* Greenwich, CT: Information Age Publishing.

Rymes, B. (2003). Relating Word to World: Indexicality During Literacy Events. In Stanton Wortham & Betsy Rymes (Eds.), *The linguistic anthropology of education.* Westport, CT: Greenwood.

** Rymes, B. (2000). Names. Reprinted in Alessandro Duranti (Ed.) *Key terms in language and culture*. Malden, MA: Blackwell.

Monographs: None

Journal Articles:

* Cahnmann, M., Rymes, B. Manning, M. (2005). Using critical discourse analysis to understand and facilitate identification processes of bilingual adults becoming teachers. *Critical Inquiry in Language Studies 2*(4), 195-213.

* Rymes, B. & Anderson, K. (2004). (Rymes' contribution 80%). Second language acquisition for all: Understanding the interactional dynamics of classrooms in which Spanish and AAE are spoken. *Research in the Teaching of English 29* (2): 107-135.

* Rymes, B. (2004). Contrasting zones of comfortable competence: Popular culture in a phonics lesson. *Linguistics & Education 14*: 321-335.

** Rymes, B. (2004). Bilingualism as a resource: Finding and training teachers for Georgia's schools. *The Georgia Association for Supervision and Curricullum Development Reporter*. Winter 2004: 36-37.

* Rymes, B. (2003). Eliciting narratives, producing identities: Text-linked versus socially contingent processes for narrating the self. *Research in the Teaching of English.*

* Rymes, B. (2002). Language in development in the United States: Supervising adult ESOL pre-service teachers in an immigrant community. *TESOL Quarterly 36*(3).

* Rymes, B., & Pash, D. (2001). (Rymes' contribution 80%). Questioning identity: The case of one second language learner. *Anthropology & Education Quarterly 32*, 3: 276-300.

** Rymes, B. (2000). Names. *Journal of Linguistic Anthropology 9*, 1: 159-162.

* Rymes, B. (1997). Second language socialization: A new approach to second language acquisition research. *Journal of Intensive English Studies 11*, 143-155.

* Rymes, B. (1996). Rights to advise: Advice as an emergent phenomenon in student-teacher talk. *Linguistics & Education 8*, 409-437.

* Rymes, B. (1996). Naming as social practice: The case of Little Creeper from Diamond Street. *Language in Society 25*, 2: 237-260.

* Rymes, B. (1996). "Friends aren't friends, homes": A working vocabulary for referring to rolldogs and *chuchos*. *Issues in Applied Linguistics 7*, 1: 153-167.

* Rymes, B. (1995). The construction of moral agency in the narratives of high-school dropouts. *Discourse and Society 6*, 4: 495-516.

** Gutierrez, K., Rymes, B., & Larson, J. (1995). (Rymes' contribution 33.3%) James Brown vs. Brown v. The Board of Education: Script, counterscript, and underlife in the classroom. *Harvard Educational Review 65*, 3: 445-471.

* Gutierrez, K., Larson, J., & Kreuter, B. (1995). (Kreuter's contribution 33.3%). Cultural tensions in the scripted classroom: The value of the subjugated perspective. *Urban Education 29*, 4: 410-442.

Book Reviews:

Manning, M.S. and Rymes, B. (2005). Book review of *Living narrative*, by Elinor Ochs & Lisa Capps. *Language in Society*.

Rymes, B. (2003). Book review of *A matter of taste: How names, fashions, and culture change*, by Stanley Lieberson. *Journal of Linguistic Anthropology 13*, 2.

Rymes, B. (2000). Book review of *Wallbangin': Graffiti and gangs in L.A.*, by Susan A. Phillips. *Journal of Written Language and Literacy 4*, 2: 251-255.

Rymes, B. (1999). From whence curriculum? When well-meaning and well-educated isn't enough. A book review of *Listen to the silences,* by Kay Losey. *Linguistics and Education 10*, 233-235.

Rymes, B. (1999). Book Review of *Crossing: Language and ethnicity among adolescents*, by Ben Rampton. *Language in Society, 27*, 4: 552-555.

Kreuter, B. (1993). Book review of *Focus on the language classroom: An introduction to classroom research for language teachers*, by Dick Allwright and Kathleen Bailey. *Issues in Applied Linguistics 4*, 1: 142-148.

Other:

Articles for Public News Sources

Rymes, B. & Mejia, E. (2004). Finding and training bilingual teachers for Georgia's schools. *Eco Latino 2*(5): 24-25.

Rymes, B. (2004). Athens multilingual population needs to be embraced and supported. *Athens Banner Herald.* June 1, 2004.

Rymes, B. (2003). Why Clarke County schools need bilingual teachers. *Athens Banner Herald.* July, 2003.

Invited Commentary

** Rymes, B. (2001). Commentary on Shanker, Stuart, What children know when they know what a name is: The non-Cartesian view of language acquisition. *Current Anthropology 42*, 4, 502-4.

Invited Column

** Rymes, B. (1999). Bilingual education/language policy debates and the role of linguistic anthropology. Society for Linguistic Anthropology column, *Anthropology Newsletter* (January), 50.

Published Interview

Rymes, B. (1995). African American English: An interview with Marcyliena Morgan. *Issues in Applied Linguistics 6,* 1: 85-98.

b. Creative Contributions Other Than Formal Publications

Rymes, B. (2001). WebCT on-line course materials. ELAN 5730/7730 First and Second Language Acquisition and Development.

c. Grants Received

TELL (Teachers for English Language Learners). US Department of Education Transition to Teaching Grant Award. 5-year period award (2003-2008), $1,006,006.00

GSTEP Research Grant. Sub-contract. (with GSTEP Middle School Curriculum Committee (2003) $2868.88.

Support for Community Literacies Research and Course Development from the Clarke County School District/UGA College of Education Partnership for Community Learning Centers (2002) (With Melisa Cahnmann and Thomas Cooper). $16,000

Support for Extramural Grant Preparation from the University of Georgia's Office of Research, Development, and Outreach (2001). $5,893

Multicultural Research Grant from the University of Georgia's College of Education (2000). $2,100

Academic Community Learning Grant from the University of Georgia's College of Education (2000). $4,926

Summer Faculty Research Grant from the University of Georgia's College of Education (1999). $4,300

Collaborative Research Grant from the University of Georgia's College of Education (1998-1999). $2,000

Additional Grant-Related Work:

Support for the Development of Web-Based ESOL Train-the-Trainers Program. From the Hispanic Task Force Regents Initiative (2001). $105,300

d. Recognitions and Outstanding Achievements

Graduate Research Fellowship, National Science Foundation (1995-1998)

Evelyn Hatch Award for Editorship of *Issues in Applied Linguistics* (1994-1997)

e. Areas in Which Research is Conducted

The effects of social, cultural, and linguistic contexts on language learning and human development: The Linguistic Anthropology of Education.

Appendix E—Letters of Support*



The University of Georgia

September 6, 2006

University Curriculum Committee
University of Georgia

Dear Committee Members:

I am writing to recommend that the Master's of Arts in Teaching TESOL Certification Program proposed by my colleagues in the Department of Language and Literacy Education be approved. Members of the Teaching of Additional Languages program area have been working hard over the past several years to design a program that meets the well-documented statewide need for TESOL certified teachers and that is aligned with the "five year strategic plan" developed my the department and submitted to the Dean in 2005.

To anyone who might question the viability of this new program, I can say that in my capacity as Graduate Coordinator over the past two years I have received many inquiries from prospective students interested in becoming certified TESOL teachers. Reluctantly, I have had to inform them that a TESOL certification program has been developed in accordance with PSC policy but that it has not received final approval from the university. Hopefully, I will be able to offer a more favorable response to these inquiries in the very near future.

As others have noted, the TAL faculty at UGA is distinguished for its achievements in teaching and research. Anything less than a dynamic, state-of-the-art TESOL certification program would be inconsistent with what all of us in the department have come to expect from this group. Having perused the proposal myself, I can attest to its great promise as a welcome new addition to the various and outstanding degree programs available through this department. I urge you to approve this program posthaste.

Sincerely,

Dr. Mark Faust
Associate Professor
Graduate Coordinator, Department of Language and Literacy Education



September 5, 2006

University Curriculum Committee
University of Georgia

Dear Committee Members:

This letter is in support of the Master's of Arts in Teaching TESOL Certification Program proposed by my colleagues in the Department of Language and Literacy Education. I have carefully reviewed the well-crafted description of this proposed program. I can only echo the arguments made regarding the need for this type of program. Rapidly shifting demographic trends, a growing concern for quality of education offered to all Georgia students, and the strategic plans of both the College of Education and the University of Georgia all combine to create an opening for graduate-level TESOL education.

Not only is there a critical need for this program, but the group of faculty who organized this proposal are uniquely qualified to provide statewide leadership in creating and offering a program to prepare teachers with the knowledge and skills necessary to teach English to speakers of other languages. The core faculty associated with this program are all nationally recognized scholars and teachers in the field. They bring to this proposal remarkable expertise in the areas of both TESOL and teacher education.

The Social Studies Education Program already has an established history of offering a rigorous, high quality graduate teacher education program. My experiences in this program provide me with a good sense of the issues and considerations involved in developing these kinds of programs. Clearly, this proposal is the product of a lot of careful, thoughtful, and sustained collaboration among experts in language acquisition and literacy. I am excited about the prospect of offering this program to future generations of teachers, and enthusiastically support its approval.

Sincerely,

Todd Dinkelman
Associate Professor
Social Studies Education Program Coordinator

College of Education
Office of the Dean

DATE: February 19, 2007

TO: Brian Glaser, Chair, Program Committee of the Graduate Council

FROM: Louis A. Castenell, Jr., Dean

RE: MAT in Teaching English Speakers of Other Languages (TESOL)

Consistent with the program priorities in the Department of Language and Literacy Education, the development of the TESOL program is one of four College of Education program priorities as stated in our 1005-2010 Strategic Plan:

> *c. Building programs preparing PreK-15 teachers and other school personnel particularly in meeting the needs of students with disabilities and those whose primary language is not English (dual certification program in general and special education, TESOL).*

The College plan articulates a summary of resources need for these programs and includes the following for these critical program priorities: $126,000 in FY 2008, $114,000 in FY2009, and $116,000 in FY 2010.

As part of our annual budget development processes, department heads submit priorities for hiring additional faculty based on their strategic plans. The Department of Language and Literacy was awarded two faculty lines for FY2007 and will be submitting its priorities for faculty for FY2008 early this spring. Since the TESOL program is one of the department's program priorities, it should be part of this budget request. Over the past three years, through retirements and resignations, the college has been able to support most of the requested faculty lines through this process.

In regard to graduate assistantships, the College has requested additional funding from the provost's office to increase the number of graduate assistantships awarded to the College. If granted, these new graduate assistantships would supplement those already awarded to the department.

The College supports the Department of Language and Literacy in its development of this new MAT program for Teaching English to Speakers of Other Languages (TESOL) as a critical pathway for providing more teachers with this expertise for the schools in Georgia.

Please do not hesitate to call if you should have any questions.

GEORGIA EDUCATION

Georgia Department of Education

April 4, 2007

University Curriculum Committee
University of Georgia
Athens, GA 30602

Dear Committee,

This letter is written in strong support of the efforts of faculty in the College of Education at the University of Georgia to establish one of the state's first Master's of Arts in Teaching plus teacher certification programs in Teaching English to Speakers of Other Languages (TESOL).

As the program proposal notes, Georgia has experienced a sevenfold increase in the number of English learners in public schools over the past decade and will continue to increase in the foreseeable future. We therefore urgently need to expand the number of Georgia teachers with ESOL expertise.

Working with English learners requires specialized training and knowledge of state and federal guidelines for the identification, placement, and exiting of English learners from specialized instruction. Moreover, in many cases TESOL certified teachers not only provide English instruction but also take leadership roles in helping other teachers work with English learners in their regular classrooms. The University of Georgia's proposed program will significantly increase the number of teachers who have this specialized training and knowledge.

The University of Georgia is to be commended for taking this proactive step in training the next generation of teachers for Georgia's increasingly diverse schools. On behalf of the State Department of Education's Office of Migrant Education and ESOL, I urge you to approve this program.

Sincerely,

Chris Scott, Ed.D.
Program Manager, ESOL and Title III
Georgia Department of Education

Appendix F

Comparison of M.A.T and M.Ed. programs with an emphasis in Teaching English to speakers of other languages

M.A.T. TESOL (proposed program)		**M.Ed. TESOL (existing program)**	
36 credit hourmaster's program + 12 additional credits of professional preparation for teacher certification	**Min Req'd**	**36 credit hour course of study**	**Min Req'd**
Area 1			
Historical, Philosophical, Social foundations	*3*		
EFND (7040, 7050, 7100, 7110, 7120, 7140, 7200)			
Area 2			
Language: Acquisition & Development	*3*	*Second language acquisition*	*3*
****ELAN 7501**		ELAN 5730/7730	
ELAN 7730†		ELAN 8600	
ELAN 7732		*Classroom Discourse*	*3*
READ 6010		ELAN 7732	
Area 3		*Language Study*	*12*
Nature and role of Culture	*3*	ELAN 6631	
ELAN 7040†		3 courses on English language and linguistics	
ELAN 6631			
Area 4		*Methods*	*6*
Planning, Implementing and Managing Instruction	*3*	ELAN 6630	
****ELAN 7503**		ELAN 6730	
ELAN 7630†		ELAN 5730/7730†	
ELAN 7601		*Literacy*	*3*
ELAN 7602		ELAN 7601	
Area 5		ELAN 7602	
Assessment	*3*		
****ELAN 7502**			
Area 6			
Professionalism			
****ELAN 7504**	3		

Appendix F (continued)
Comparison of M.A.T. and M.Ed. programs

M.A.T. TESOL (proposed program)		**M.Ed. TESOL (existing program)**
Continued from page 1		Continued from page 1
Additional Professional Preparation outside of master's program	12	
***ELAN 5660 or ELAN 5760**		
36 credit hourmaster's program + 12 additional credits of professional preparation for teacher certification		**36 credit hour course of study**
Students must take at minimum 3 credit hours in each Area (1-5) and 15 credit hours in Area 6; the remaining 18 credit hours are to be chosen by the student with Advisor.		Students must take at minimum 3 credit hours in each *second language acquisition, discourse, and literacy* 6 credit hours in *Methods, and 12 in Language Study* The remaining 9 credit hours can be chosen from the ELAN elective offerings.
Courses in bold are new for the TESOL MAT plus certification, and are req'd for students in this program		
*12 credit hour course(s) required by Georgia state PRC professional accreditation requirements **Meets Professional TESOL P-12 standards †This is an ESOL endorsement course: students who already hold an ESOL endorsement may choose alternate courses		