

Baker University

Baker University undergraduate School of Education has required an ELL course for all elementary education candidates for two years now. We are currently in the process of attempting to add this to the program of all students, elementary and secondary.

Benedictine College

The needs of ESL learners are thoroughly addressed in the Teacher Education Program at Benedictine College. Theoretical information on meeting the needs of ESL students is provided in the education courses ED 220 Psychoeducational Development and ED 222 Psychology of Exceptional Individuals. Our teacher candidates are assessed in student teaching and other field experiences on their competencies in providing such services.

Bethany College

Bethany College reviews the needs of all diverse learners – including ESL - in all of its professional education classes.

Bethel College

As part of our EDU 310 School and Community course (required of all candidates), candidates receive instruction in the needs of ESL students and conduct early field experiences in working directly with ESL P-12 students.

As part of our EDU 325 Methods of Teaching course (required of all elementary-section A, and all secondary and P-12 candidates-section B), candidates receive instruction in pedagogical strategies for working with ESL P-12 students.

Fort Hays State University

Fort Hays State University prepares all candidates to be effective teachers for all students. In addition to a three-hour course, Diverse Learners, all lesson plans include modifications for ELL learners. Specifically, the Fort Hays State University Performance Assessment and the clinical and field experiences requires candidates to modify lessons and positively impact the learning of ELL students.

Friends University

The professional education unit at Friends University fully embraces all requirements of *KSDE Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.* We affirm that we have thoroughly embedded coursework and assessments within programs and in core courses and field experiences that include specific preparation for all candidates to be responsive to the needs of ESL learners.

Kansas State University

Request: Brief Statement affirming that all candidates are properly prepared to be responsive to the needs of ESL Learners.

Response: Kansas State University

The student teaching portfolio requires that all candidates show evidence that they are able to make accommodations/modifications for all diversity factors including ESL learners.

See Entry 2 (Contextual Factors) of Student Teaching Portfolio.

Kansas Wesleyan University

This is to inform you that we have made a concerted effort to address the English Language Learner (ELL) in our methods courses. We use the current research on best practices for instructing ELLs. We discuss this research with our candidates. In our reading methods classes, candidates are required to read and write abstracts addressing ELLs. We require candidates to list accommodations for ELLs in the lesson plans that they develop. I can affirm that our candidates are prepared to address the learning needs of ELLs.

McPherson College

McPherson College's Teacher Education Program does teach how to address English for Speakers of Other Languages to PK-12 future teachers in all licensure areas.

Strategies for teaching these specific learners are addressed in the following courses:

EE 303 Reading/Language Arts I (4 hours)

EE 444 Reading/Language Arts II (2 hours)

G-CI333 Intercultural Education (2 hours)

CI-315 Reading in the Content (2 hours)

CI 220 Principles and Strategies (3 hours)

EE 307 Methods of Teaching Math in the Elementary School (2 hours)

EE 309 Methods of Teaching Social Studies in the Elementary School (2 hours)

Ottawa University

Teacher candidates in the Ottawa University Teacher Education Program receive preparation to work with ESL learners. The needs of ESL learners are addressed in several of our courses.

We recently had a panel of educators (a principal who herself is Hispanic, a teacher of ESL who herself is Latino, and one general education classroom teacher who was born in Argentina and has been in this country for four years) discuss ESL issues with our student teachers. Members of this panel shared strategies and materials that research supports for working with students who first language is other than English.

Our students learn to work with ESL students in their practicums as well as during student teaching.

Southwestern College

Southwestern College's teacher education program will meet the expectation for teaching ESL to undergraduates through an enhanced curriculum in the courses for the specific areas of

licensure noted: EDUC 420 Oral Language Development (ECU); EDUC 342 Language Arts in the Elementary School (EIEd); and EDUC 348 Reading for Secondary Teachers (Secondary).

Sterling College

In order to equip teacher candidates with the essential tools for working with English Language Learners in the general education classroom the Sterling College Teacher Education Department provides the following coursework and experiences for prospective teachers:

ED206 Cultural Diversity in Education: Teacher candidates become aware of the cultural differences they will find in their classroom. They learn to make culturally responsive lesson plans, taking into consideration the wide diversity, including English Language Learners, found in today's classrooms.

ED357 Reading and Writing in the Content Area: Teacher candidates are taught various reading strategies that may be used in grades 4-12 to help students, including English Language Learners, better comprehend reading assignments. During the course of this class, teacher candidates also acquire the skills necessary to effectively teach and assess the writing process for students from diverse cultures.

SE210 Introduction to Infants, Children, and Youth with Special Needs: Teacher candidates learn first about the various exceptionalities they may find among the children in their classroom. While this instruction does not necessarily address English Language Learners, the Differentiated Instruction strategies that are taught do. Direct Instruction strategies are presented and practiced as ways in which the teacher candidates can reach all children, including the English Language Learner, in the classroom.

Additionally, during their methods both elementary and secondary teacher candidates spend time in classes whose population includes English Language Learners. Elementary education teacher candidates spend approximately 150 hours during the semester working in classrooms within a school district that has a high Hispanic population. Secondary candidates, likewise, spend at least 15 hours working in their content area in schools where the classrooms contain a high percentage of English Language Learners.

University of Kansas

All of the KU teacher education students take a 3-hour course in multicultural education where ESL as an issue is addressed. Within each professional education course (e.g., Curriculum and the Learner, reading methods, math methods, science methods, etc.), adaptation and accommodation for English language learners is incorporated throughout. Each student also does a specific portfolio assignment showing how they would adapt a lesson for diverse students. Many choose to use an ESL student as their example. We offer our ESOL (English for Speakers of Other Languages) endorsement coursework to our teacher education students as one of the options for a provisional endorsement concurrent with their initial license. A number of students do choose this option and complete a blended student teaching experience (i.e., elementary/ESOL) during their professional year. Finally, one of the options we are exploring in our redesign of the KU teacher education program is to have all of our students complete their program eligible for an initial teaching license and a full added endorsement in special education, gifted education, or ESL.

University of Saint Mary

Our teacher education curriculum includes the study of students who are English Language Learners (ELL), the importance of knowing students, the culture and the community. Specific methods for addressing the individual needs of ELL students are included in method courses.

Wichita State University

The College of Education Unit at Wichita State University takes seriously the preparation of candidates to serve students who have exceptionalities, are diverse or are English Second Language Learners (ESL).

The course work for initial licensure candidates includes four courses and a seminar on diversity and how to work with diverse students. Those courses are:

 CESP 334: Introduction to Diversity: Human Growth and Development

 CI 320: Introduction to Diversity: Exceptionalities

 CI 321: Introduction to Diversity: Cultural Issues

 CI 311: Introduction to Diversity: Field Experience

 CI Seminar Course on Diversity (course numbers vary depending on the program

area)

These courses begin the training for working with diverse and ESL learners. They are followed with field experiences in classrooms and schools that have ESL students. All of the initial certification candidates have at least one field experience in the Wichita Public Schools where there are ESL students. To ensure candidates demonstrate their support of student learning for students with exceptionalities, diverse backgrounds and ESL, they complete a Preliminary Teacher Work Sample (PTWS) during their pre-student teaching semester and a Teacher Work Sample (TWS) during their student teaching semester. These required assignments require the candidates to recognize and describe how they will work with students with exceptionalities, diverse backgrounds and ESL. The projects require the candidates to recognize diversity and exceptionalities and to make a judgment as to the best way to facilitate learning for such students.

Candidates in advanced programs must also have field experiences that include working with diverse and exceptional students. These are all documented in the program reports to KSDE.