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## MEMORANDUM

**To:** Julio Frenk  
University President

**From:** Tomás A. Salerno  
Chair, Faculty Senate

**Date:** April 21, 2016

**Subject:** Faculty Senate Legislation #2015-35(B) – Reactivate, Restructure and Rename Master of Science in Education in English as a Second Language and Bilingual Education TO Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE) (TESOL/BE), School of Education and Human Development

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The Faculty Senate, at its April 20, 2016 meeting, had no objections to the proposal submitted by the School of Education and Human Development to reactivate, restructure and rename its Master of Science in Education (M.S.Ed.) in English as a Second Language and Bilingual Education TO Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE).

The reactivation comes in response to persistent market need for improving teachers' abilities to teach their English language learners and also, develop more fully the language skills of their dual language learners. The School of Education and Human Development's Department of Teaching and Learning has partnered with Broward County Public Schools and Lake County Public Schools to enhance each county's teachers' skills in the above two areas. Out of the partnership, a proposal to the U.S. Department of Education was developed worth over \$2.5 million that would support five years of teacher training in these fields.

This legislation is now forwarded to you for your action.

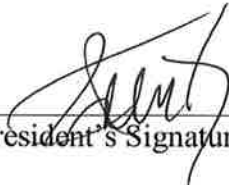
TAS/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost  
Guillermo Prado, Dean, Graduate School  
Isaac Prilleltensky, Dean, School of Education and Human Development  
Luciana de Oliveira, Chair, Department of Teaching and Learning

CAPSULE: Faculty Senate Legislation #2015-35(B) – Reactivate, Restructure and Rename Master of Science in Education in English as a Second Language and Bilingual Education TO Master of Science in Education in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE) (TESOL/BE), School of Education and Human Development

**PRESIDENT'S RESPONSE**

APPROVED:  DATE: 5/10/16  
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean Isaac Prilleltensky

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

## COVER PAGE

### **Proposal to:**

- **Reactivate** the graduate program (Master's of Science in Education; MSED) entitled, in the UM *Bulletin: Bilingual Education/TESOL*;
- **Rename** that program *Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE) (TESOL/BE)* so that its name reflects current practice; and
- **Restructure** that program so that its courses, scheduling, and end-of-program options reflect developments in the University of Miami

**Submitted by** the Department of Teaching and Learning, School of Education and Human Development

**Contacts:** Luciana de Oliveira, Chair of Teaching and Learning  
Email: [ludeoliveira@miami.edu](mailto:ludeoliveira@miami.edu)  
Phone: 305-284-8462

Mary Avalos, Assistant Research Professor  
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Phone: 305-284-6467

UNIVERSITY OF MIAMI  
SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



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MEMORANDUM

March 29, 2016

TO: Faculty Senate

FROM:

Senior Associate Dean

RE: SEHD approvals of proposal from the Department of Teaching and Learning (TAL) to reactivate, rename, and restructure/update a graduate program (Masters of Science in Education; **MSED**) in Bilingual Education/TESOL

This is to confirm that the TAL proposal to (a) reactivate a previously existing MSED program entitled *Bilingual Education/TESOL*; (b) rename it *Teaching English to Speakers of Other Languages and Bilingual Education*; and (c) restructure that program so that it reflects developments at the University has been approved as follows:

- The proposal was unanimously approved by the faculty in the Department of Teaching and Learning at its meeting of December 2, 2015. I was the Department's Interim Chair at that time.
- The proposal was unanimously approved by the SEHD's graduate-curriculum committee on December 7, 2015. I am Senior Associate Dean for Graduate Studies; hence this committee's work is in my office.
- The proposal was unanimously approved by the SEHD School Council at its meeting of December 14, 2015. For purposes of this memo, I am serving as Dean Prilleltensky's representative.
- Since the proposal is to reactivate a previously-existing graduate program, the SEHD School Council determined that the proposal did not require the vote of the full SEHD faculty.

UNIVERSITY OF MIAMI  
**GRADUATE SCHOOL**




Graduate School  
P.O. Box 248125  
Coral Gables, FL 33124-3220

Phone: 305-284-4154  
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graduateschool@miami.edu

**MEMORANDUM**

DATE: March 28, 2016

TO: Tomas Salerno  
Chair, Faculty Senate

FROM: Guillermo Prado  
Dean, The Graduate School 

SUBJECT: Reactivation and renaming of the TESOL and Bilingual Education

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The Department of Teaching and Learning submitted a request to reactivate the MSED program in English as a Second Language and Bilingual Education and to rename it the MSED in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education. This was discussed at the meeting of the Graduate Council on Tuesday, March 22, 2016, and none of the Graduate Council members expressed concerns.

cc: Isaac Prilleltensky, Dean, School of Education and Human Development  
Walter Secada, Senior Associate Dean, School of Education and Human Development  
Office of Planning, Institutional Research and Assessment



**Office of Planning,  
Institutional Research,  
and Assessment**


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**MEMORANDUM**

**DATE:** March 28, 2016

**TO:** Dr. Walter Secada  
Senior Associate Dean  
School of Education and Human Development

**FROM:** David E. Wiles, Executive Director  
Assessment and Accreditation 

**SUBJECT:** Revision/Renaming of M.S.Ed. in ESL and Bilingual Education to  
M.S.Ed. in TESOL and Bilingual Education

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On March 18, 2016, the School of Education and Human Development notified our office of its intent to reactivate, revise and rename its Master of Science in Education (M.S.Ed.) in English as a Second Language (ESL) and Bilingual Education (BE) to the M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL) and BE, effective fall 2016.

The former M.S.Ed. in ESL/BE program offered by the Department of Teaching and Learning will be renamed to reflect the present terminology and updates to the curriculum will be made to reflect current practices in the field. The program will consist of 30-36 credits of graduate coursework plus a culminating experience: a thesis (six credits beyond the coursework requirement), comprehensive exam, or final project. Graduate students choosing the Bilingual Education track will complete two additional courses for a total of 36 credits:

TAL 506 Home Language Strategies (will be changed to a 600-level number)  
TAL 592 Workshop in Education (will be changed to a 600-level number)

The old ESL/BE program consisted of eight TESOL-related education courses and two electives; the proposed program consists of 10 courses (30 credits) in the core TESOL curriculum plus two courses (6 credits) in the BE track. The course crosswalk in the proposal outlines the details in the program revision.

Although a letter of notification will be submitted, no new resources are required. The change is not considered substantive and will not require formal approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in order to proceed with these changes.

Please contact our office should you have any questions or require additional guidance (305) 284-9431.

cc: Faculty Senate  
Dr. Guillermo Prado, Dean, Graduate School  
Dr. Isaac Prilleltensky, Dean, School of Education and Human Development  
Dr. Luciana de Oliveira, Associate Professor, Department of Teaching and Learning (SEHD)

## ***Executive Summary of the Proposal***

The Department of Teaching and Learning (TAL) in the School of Education and Human Development (SEHD) proposes to:

***Reactivate a previously existing graduate program*** (Master's of Science in Education or MSED) that was variously titled as TESOL/Bilingual Education in some UM documents and alternatively titled *Bilingual Education/TESOL* in the UM *Bulletin* of 1989-1990. Appendix A of the proposal provides a copy of the old program as found in the 1989-1990 UM *Bulletin*.

This reactivation is in response to persistent market needs for improving teachers' ability to (a) teach their English language learners (i.e., students who are transitioning from a non-English language to using English for academic purposes) and also (b) more-fully develop the language skills of their dual language learners (i.e., students who are becoming fully bilingual). Specifically, the Department of Teaching and Learning is proposing to reactivate this program to support a partnership with the Broward County Public Schools (BCPS) which is the nation's sixth-largest public-school district and with the Lake County Public Schools to enhance their teachers' skills in the above two areas. Out of this partnership developed a proposal to the U.S. Department of Education that is worth over \$2.5 million and that would support five years of teacher training in this field. Appendix B contains the first page of the internal UM-transmittal form for that proposal and letters of support signed by the Superintendents of the above two school districts.

***Rename that MSED program to Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE)***. This renaming is consistent with current practice in the field; and also, it allows the University of Miami to acknowledge the actual program of study that is completed by the program's students.

***Restructure the program*** so as to update its course offerings to use names and numbers that are consistent with current practice at the University of Miami. The proposal provides a cross-walk between old and new course names/numbers.

The reactivated program will require 30 credits of graduate course work for all students whether following a TESOL or BE program of study. Students who are speakers of Spanish and who seek to demonstrate competence in bilingual education would need to complete an additional 6 credits that would be taught in Spanish. Hence, the program varies between 30 and 36 credits. Students seeking the BE designation would also need to pass the Bilingual Target Language Proficiency Test (BTLPT) Spanish, offer by Educational Testing Service.

Though there are no present plans to offer the reactivated program entirely online, it will avail itself of the University's breadth of course-scheduling and course-delivery options to provide flexibility to students.

Finally, the reactivated program will allow its students flexibility in their end-of-program culminating experience to include either a final project or comprehensive examination.

The Program Assessment plan, as required for SACS accreditation can be found in Appendix C.

***MSED in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education***

A proposal to reactivate, rename and restructure the MSED in English as a Second Language/  
Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education

Submitted by the Department of Teaching and Learning  
Language and Literacy Learning in Multilingual Settings (LLLMS) Faculty:  
Luciana C. de Oliveira, Associate Professor; Arlene Clachar, Associate Professor;  
Blaine Smith, Assistant Professor; and Mary Avalos, Research Assistant Professor

**PROPOSAL:** To reactivate the MSED program in ***English as a Second Language and Bilingual Education*** that was offered by the Department of Teaching and Learning; to rename it ***Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education*** to reflect current terminology in the field; and to update its courses so as to reflect current practices in the field

The MSED in TESOL/Bilingual Education will consist of 30-36 credits of graduate course work plus a culminating experience.

**Thirty credits of graduate course work** will include the following ten courses (30 credits):

TAL 640 Planning and Organization and Instruction in Bilingual Education  
TAL 641 Principles of Curriculum Development and Classroom Management for TESOL  
TAL 642 Methods of Teaching Content Areas in TESOL  
TAL 643 Introduction to Theories and Practice of Teaching English to Speakers of Other Languages  
TAL 644 Advanced Techniques in TESOL  
TAL 645 Language Assessment  
TAL 646 Principles of First and Second Language Acquisition  
TAL 653 Applied Linguistics in Education  
TAL 647 Understanding Culture in the Classroom  
TAL 691 Applied Research in Education

**Two additional courses (6 credits)** are required for the Bilingual Education track:

TAL 506 Home Language Strategies to be changed to 600-level number  
TAL 592 Workshop in Education to be changed to 600-level number

**Crosswalk of previous program and proposed program courses:** There are two new courses for the program. The old Bilingual Education/TESOL program consisted of 8 TESOL-related education courses (listed below) and 2 electives; the proposed program consists of 10 required courses (30 credits) in the core TESOL track plus an additional 2 courses to expand the program to encompass Bilingual Education. The Bilingual Education/TESOL graduate bulletin course description and the detailed course description for the proposed TESOL program are attached. The course crosswalk is outlined below.



<b>Bilingual Education/TESOL (old) FROM 1989-1990 Bulletin (See Appendix A)</b>	<b>TESOL (proposed)</b>	<b>Bilingual Education (proposed)</b>
TAL 640 Planning and Organization and Instruction in Bilingual Education	TAL 640 Planning and Organization and Instruction in Bilingual Education	TAL 640 Planning and Organization and Instruction in Bilingual Education
TAL 641 Principles of Curriculum Development and Classroom Management for TESOL	TAL 641 Principles of Curriculum Development and Classroom Management for TESOL	TAL 641 Principles of Curriculum Development and Classroom Management for TESOL
TAL 642 Methods of Teaching Content Areas in TESOL	TAL 642 Methods of Teaching Content Areas in TESOL	TAL 642 Methods of Teaching Content Areas in TESOL
TAL 643 Introduction to Theories and Practice of Teaching English to Speakers of Other Languages	TAL 643 Introduction to Theories and Practice of Teaching English to Speakers of Other Languages	TAL 643 Introduction to Theories and Practice of Teaching English to Speakers of Other Languages
TAL 644 Advanced Techniques in TESOL	TAL 644 Advanced Techniques in TESOL	TAL 644 Advanced Techniques in TESOL
TAL 645 Language Assessment	TAL 645 Language Assessment	TAL 645 Language Assessment
TAL 646 Principles of First and Second Language Acquisition	TAL 646 Principles of First and Second Language Acquisition	TAL 646 Principles of First and Second Language Acquisition
TAL 653 Applied Linguistics in Education	TAL 653 Applied Linguistics	TAL 653 Applied Linguistics
Elective	TAL 647 Understanding Culture in the Classroom	TAL 647 Understanding Culture in the Classroom
Elective	TAL 691 Applied Research in Education	TAL 691 Applied Research in Education
		TAL 506 to be changed to 6XX Home Language Strategies
		TAL 592 to be changed to 6YY Workshop in Education

These course numbers are the original numbers prior to Fall 2015. There are new course numbers for several of these courses:

Old: TAL 643 New: TAL 606

Old: TAL 647 New: TAL 627

Old: TAL 653 New: TAL 733

Some courses have changed titles since Fall 2006 when the program became inactive on 11/26/2006 such as TAL 653 Applied Linguistics in Education is now Applied Linguistics.

### **New Courses for Program, Existing Courses for the Department**

TAL 627 Understanding Culture in the Classroom

This course explores the conflicts and the strategies for resolution between the patterns of culture and language in the classroom and the patterns of culture and language that schoolchildren bring to the classroom --- patterns which are learned in their families and their communities.

TAL 691- Applied Research in Education

This course provides an introduction to basic research methods including action research, ethics in education research, and the implications of research on the practice of teaching particularly for the differentiation of instruction.

TAL 506/6XX Home Language Strategies

This course prepares teachers for Spanish language instruction for both students from Spanish language backgrounds and from learning environments where Spanish is not the predominant language. The course will incorporate many of the strategies for teaching English as a new language but will also focus on the unique aspects of learning Spanish. The course will be conducted in Spanish. All assignments will be done in Spanish.

TAL 592/6YY Workshop in Education (1- 6 credits Offered By Announcement Only; 3 credits will be required for the program)

A critical study of practical problems of teachers. Significant problems are defined, literature and research are reviewed, and individual or small group projects are required.

### **Program Objectives/Learner Outcomes**

Competency 1. Knowledge of foundations of TESOL and bilingual education, including language and culture, language acquisition and development, and ESL/bilingual education research, partnerships and advocacy

Competency 2. Knowledge of planning, implementing, and managing (using resources and technology effectively) ESL/bilingual education and content instruction

Competency 3. Knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

**Course delivery** will follow online and distance based synchronous or asynchronous models, and/or some hybrid models that are consistent with the University's portfolio of course-delivery options. The program will not be offered face-to-face.

**A student's culminating experience** may be drawn from among the options found in the University of Miami *Bulletin*: (a) a thesis requiring 6 credits of independent research; those six credits will be in addition to the the student's 30-credit program of study; (b) a comprehensive

examination; or (c) a final project that serves to apply and to synthesize the student's program of study. The final project may make use of non-written media, such as a video or a display, that are actually used to teach and/or to train people where the content is taken from one or more LLLMS fields, as appropriate.

**Resources**

No new resources will be needed to reactivate this program. The LLLMS program has regular faculty with expertise to teach these courses and adjunct faculty in our pool who could also assist as needed.

**Admission requirements** will be identical to TAL graduate program requirements (including GRE). As is the case with all TAL MSED programs, certified teachers with 3 years of teaching experience may apply for a GRE waiver.

One additional requirement is necessary for the Bilingual Education track: a test in Spanish language knowledge for teachers. Incoming candidates will be required to take the Bilingual Target Language Proficiency Test (BTLPT) – Spanish – offered by the Educational Testing Service. If teachers do not achieve a passing score, they will be required to take additional Spanish language courses to fulfill the Spanish language requirement for the program. Teachers are expected to pass the test upon completion of the MSED as an exit requirement. The "Workshop in Education" course will provide students with opportunities to develop their Spanish language proficiency.

Current faculty resources consisting of three full-time LLLMS faculty members, as well as a research assistant professor who can teach as needed for the program, are appropriate to support the reopening of the program. No additional faculty or infrastructure resources are needed. The reopening and renaming of the program does not constitute a substantive change to the program.

**Rationale/Market Demand:** Globalization and U. S. corporate markets have created the need for worldwide English proficiency to promote and sustain economic growth. English is seen worldwide as a language of power and the need for English instructors is growing across continents. For example, in 2005, Europe adopted a "mother tongue plus two" language policy in which all students receive instruction in their native language plus two foreign languages from a very early age. The goal is to foster a practical use of two foreign languages in addition to a native language, increasing multilingualism and thereby access to the jobs and mobility required in a globalized society. Since the early 1970's the U.S. has experienced the largest influx of refugees and immigrants (i.e., foreign born) in its history. This has created a need for teachers to understand English language development and acquisition, as well as appropriate teaching methods, to better meet the needs of students who enter schools speaking a home language other than English.

The primary market for this track will be:

- A. English as a Second Language (ESL) specialists/bilingual specialists or mainstream K-12 content area teachers who work with English language learners (ELLs) in the U.S.
- B. Teachers from the U.S. going abroad or teachers who live in other countries interested in the teaching of English in international contexts

U.S. teachers in Pre-K-12 settings who wish to boost their proficiency in Spanish and teach in dual language learning (DLL) contexts will have the opportunity to focus their MSED on Bilingual Education. Typically DLL ends in 5<sup>th</sup> or 6<sup>th</sup> grade. There is a recent and progressive push for biliteracy and bilingualism (Seal of Biliteracy- [www.sealofbiliteracy.org](http://www.sealofbiliteracy.org) and Sobrato Early Academic Language Seal- <http://www.edcentral.org/sealstrongstart/>) which requires biliteracy in middle and high school grades, across content areas. California just awarded the Seal of Biliteracy to 860 high school students this year. Also, M-DCPS attempted to have their Extended Foreign Language program go district wide for all K-5 students, but there was such limited Spanish proficiency among the teachers, they had to abort their plans. Seminole County just announced that they will offer world language courses in all 38 elementary schools beginning next school year. Parents will be able to choose to have their children participate, and have the language choices of Spanish, Chinese, French, or German.

The primary market for this track will be U.S. teachers in Pre-K-12 settings who wish to boost their proficiency in Spanish and teach in dual language learning (DLL) contexts.

***Collaborative Relationship with Broward County Public Schools and Lake County Schools***

We have collaborated with Broward County Public Schools and Lake County Schools on the reactivation of this program. Also in partnership with Broward and Lake County, we submitted a proposal for the National Professional Development grant competition through the Office of English Language Acquisition in the U.S. Department of Education (letters of support from Broward County and Lake County can be found in Appendix B attached; grant abstract also attached). If funded, this grant will provide funding for 20 teachers to go through the Master's program (13 Broward, 7 Lake County)

***Program Coordinator:*** Luciana C. de Oliveira, Associate Professor

**The proposed Program Assessment Report can be found in Appendix C.**

## **Appendix A**

### **Bulletin Information for Old TESOL/Bilingual Education Program**





UNIVERSITY OF  
**Miami**

**Graduate Studies  
1989-1990**

*A Bulletin of the University of Miami*



- TAL 623. *Science in the Elementary School*
- TAL 624. *Social Studies in the Elementary School*
- TAL 625. *History and Trends in Children's and Adolescents' Literature*
- TAL 628. *Seminar in Elementary Education*

### SPECIAL EDUCATION

Hours should be selected from courses in special education and when appropriate, courses from the Department of Psychology. Each student should select the appropriate courses in consultation with the advisor.

Courses include:

- TAL 630. *Learning Disabilities*
- TAL 631. *Classroom Management*
- TAL 632. *Advanced Classroom and Behavior Management*
- TAL 633. *Theories and Models of Teaching Behavior-Disordered Students*
- TAL 634. *Prescriptive Teaching of Learning and Behavior-Disordered Students*
- TAL 635. *Seminar in Special Education*
- TAL 637. *Advanced Assessment in Special Education*

### SECONDARY EDUCATION

Hours should be taken in the area of teaching specialization. (e.g., English teachers should select 15 graduate credits in English.) Each student should select the appropriate courses in consultation with the advisor.

Courses include:

- TAL 561. *The High School Curriculum*
- TAL 660. *Theories and Analysis of Instruction*

Students without a background in Education should consult their advisor regarding teaching specialization requirements.

### BILINGUAL EDUCATION/TESOL

Hours in the area of specialization should be selected from courses in either bilingual education or TESOL. Each student should select the appropriate courses in consultation with the advisor.

Courses include:

- TAL 640. *Planning for Organization and Instruction in Bilingual Education*
- TAL 641. *Principles of Curriculum Development and Classroom Management for TESOL*
- TAL 642. *Methods of Teaching Content Areas in TESOL*
- TAL 643. *Introduction to Theories and Practice of Teaching English to Speakers of Other Languages*
- TAL 644. *Advanced Techniques in TESOL*
- TAL 645. *Language Assessment*
- TAL 646. *Principles of First and Second Language Acquisition*
- TAL 653. *Applied Linguistics in Education*

### READING/LEARNING DISABILITIES

#### MASTER'S DEGREE

The M.S.Ed. degree is designed for the elementary classroom teacher, the special education teacher, the high school teacher, reading clinician, and the reading specialist. The program leading to the M.S.Ed. degree requires 30 credit hours of coursework and leads to state certification in reading. Applicants for this program must submit scores on the GRE Aptitude Section and on the Advanced Test in Education.

#### SPECIALIST DEGREE

The Ed.S. program combines study in reading and learning disabilities and is designed for individuals who wish to increase their proficiency or become reading consultants, reading clinicians, or college teachers of developmental disabilities. The program requires 60 credit hours (30 credits beyond the Master's degree) and is fully accredited. Applicants for the Specialist degree must submit scores on the GRE Aptitude Section and on the Advanced Test in Education or MAT scores.

## **Appendix B**

### **Letters of Support for National Professional Development Grant from Broward County Public Schools and Lake County Schools**





Proposal Contract Routing Form (PCRF-L)

PI: **Dr. Luclana de Oliveira**

**Human Subjects Information**

Does This Study Involve Human Subjects?	<b>Yes</b>				
Study Coordinator:	<b>Dr. Luclana de Oliveira</b>	Study Coordinator Phone #:			
Protocol Status:	<b>Pending</b>	Estimated Enrollment @ UM/JHS:	<b>0</b>	Drug Study:	<b>No</b>
		Phase (Clinical):	<b>N/A</b>	Device Study:	<b>No</b>
Will There Be Patient Care Rendered At UM/JHS?	<b>No</b>	Will You Test Drug/Device/Biologic And/Or Perform Procedure/Labs/Interventions At UM/JHS?			<b>No</b>
Will This Involve Survey/Questionnaire/Registry/Tissue Bank/Chart Review/Limited Data Set?	<b>No</b>	Is Study PI-Initiated?			<b>No</b>

**PHARMACY LOCATIONS (please list all locations)**

Location 1:					
Location 2:					
Location 3:					

**Animals/Other Compliance Information**

Does Your Study Involve Animals?	<b>No</b>				
Radioactive Materials Involved?	<b>No</b>	Embryonic Stem Cells Involved?	<b>No</b>	Recombinant DNA Involved?	<b>No</b>

**Export Compliance Information**

Will this project require any of the project staff to travel to a country that is identified as restricted or embargoed by the U.S. Government? ( <a href="#">see link</a> )	<b>No</b>
Will this project involve research activities in international waters or beyond the <u>U.S. Maritime zones and boundaries?</u>	<b>No</b>
Will the research require the use of select agents and/or toxins identified by the <u>U.S. Government's DURC Policy?</u>	<b>No</b>
Will the project include high-energy lasers, acoustic and/or navigational devices, satellite images and/or equipment, non-public source code, nanotechnology, or any <u>other high-end technology/technical data?</u>	<b>No</b>
Will there be any person or entity involved in this project who is not a U.S. Citizen or Permanent Resident and is a national of Cuba, China, Syria, Sudan, Iran, or North Korea?	<b>No</b>

**Budget Information (This section must be completed in its entirety.)**

Budget Contact:	<b>Dominic Sevald/Danielle Genovese</b>				Phone No.:	<b>(305) 284-5046</b>	
<b>Budget Summary (Details Attached)</b>	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>	<b>5th Year</b>	<b>Total (All Years)</b>	
1. Direct Costs - Subject to Facilities & Admin. Rate:	<b>425,019</b>	<b>329,706</b>	<b>320,621</b>	<b>412,177</b>	<b>432,801</b>	<b>1,920,324</b>	
2. Direct Costs - Not Subject to Facilities & Admin. Rate:	<b>0</b>	<b>192,096</b>	<b>199,780</b>	<b>103,873</b>	<b>0</b>	<b>495,749</b>	
3. F&A Costs: (enter as decimal, e.g., .53) F & A Rate YR 1	<b>0.08</b>					<b>34,002</b>	
F & A Rate YR 2	<b>0.08</b>	<b>26,376</b>				<b>26,376</b>	
F & A Rate YR 3-5	<b>0.08</b>		<b>25,650</b>	<b>32,974</b>	<b>34,624</b>	<b>93,248</b>	
4. F&A Costs Cumulative	<b>34,002</b>	<b>26,376</b>	<b>25,650</b>	<b>32,974</b>	<b>34,624</b>	<b>153,626</b>	
5. Total Agency Funds Requested:	<b>459,021</b>	<b>548,178</b>	<b>546,051</b>	<b>549,024</b>	<b>467,425</b>	<b>2,569,699</b>	
6. UM Cost Sharing/Matching Funds Included?	<b>No</b>						
7. Total Project Costs (Lines 5 + 6):	<b>459,021</b>	<b>548,178</b>	<b>546,051</b>	<b>549,024</b>	<b>467,425</b>	<b>2,569,699</b>	
Do you have a completed/signed IDC/F&A Distribution Form? If Yes, please attach.	<b>No</b>	Is Line Rate 3 Consistent With UM Rate Agreement or Non-Federal Clinical Trials Rate, As Per PCRF-L Instructions?			<b>No</b>	Is F&A Rate Mandated By Sponsor?	<b>Yes</b>

If Agency Written Policy Mandates a Lesser F&A Rate, No Waiver Is Needed. Attach Agency's Written Policy To The Proposal Package.



## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2600 • FAX 754-321-2701

**ROBERT W. RUNCIE**  
*Superintendent of Schools*

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February 11, 2016

Luciana C. de Oliveira, Ph.D.  
Principal Investigator, Project ALLIES  
School of Education and Human Development  
University of Miami  
P. O. Box 248065  
Coral Gables, FL 33124-2040

Dear Dr. de Oliveira and ALLIES Project Team:

Broward County Public Schools (BCPS) is pleased to collaborate with you and your colleagues, Drs. Mary Avalos and Blaine Smith, on the proposed National Professional Development (NPD) grant Academic Language Learning and Instruction for Engaged Support (ALLIES). Broward County is among the top 15 school districts in the country with the highest number of English Learners (ELs). As of December 2015, Broward County Public Schools has 30,988 active ELs (11.5% of the student population) and 9,739 exited and monitored ELs (3.5%) for a total of 40,727 ELs (15.1%).

Broward County Public Schools administrators, including the English for Speakers of Other Languages Director and her staff, have been involved in the planning of the professional development of EL instructors and will continue to be involved as the project is carried out. BCPS will provide assistance with developing the professional development focus, collaborating on writing the goals and outcomes for the NPD program, and elaborating the evaluation plan.

We believe that partnering for this National Professional Development project will provide our teachers, administrators, school counselors, paraprofessionals, and students with important support and best practices needed to improve opportunities for our English Learners to learn academic language, as well as improve their literacy achievement. In light of the changing standards and curricula, this project comes at a critical time when English Learners and their teachers need support to comprehend more complex texts and instruct, respectively. We look forward to collaborating with you and your team to make this project a success.

Sincerely,

Robert W. Runcie  
Superintendent

RWR/MLW/SP:rrc



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201 West Burleigh Boulevard · Tavares · FL 32778-2496  
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"Ed. & Human Dev - MSED, TESOL"

Superintendent:  
Susan Moxley, Ed.D.

4/20/16 FS Agenda  
School Board Members:  
Page 17 of 25  
District 1  
Bill Mathias  
District 2  
Rosanne Brandenburg  
District 3  
Marc Dodd  
District 4  
Debbie Stivender  
District 5  
Stephanie Luke

February 10, 2016

Luciana C. de Oliveira, Ph.D.  
Principal Investigator, Project ALLIES  
School of Education and Human Development  
University of Miami  
P. O. Box 248065  
Coral Gables, FL 33124-2040

Dear Dr. de Oliveira and ALLIES Project Team:

The Lake County School district is excited to collaborate with you and your colleagues, Drs. Mary Avalos and Blaine Smith, on the proposed National Professional Development grant Academic Language Learning and Instruction for Engaged Support (ALLIES). Lake County is a district with a rising number of English Language Learners (ELLs) speaking 28 different languages. As of December 2015, Lake County Schools has 1,878 active ELLs and 1,921 exited and monitored ELLs for a total of 3,799 ELLs (just under 10% of the total student population.).

Lake County Schools administrators, including the Director of Teaching and Learning who leads the English for Speakers of Other Languages (ESOL) program, have been involved in the project planning and development. The staff will continue to be involved through the project implementation by providing support in developing the professional development focus, conducting follow-up activities, and participating in the evaluation process for the NPD program.

We believe that partnering with this National Professional Development project will provide our teachers, administrators, school counselors, paraprofessionals, and students with important support and best practices needed to improve opportunities for our English learners to increase English language acquisition, acquire academic language, as well as improve their overall literacy achievement and proficiency levels. In light of the changing standards and increased rigor, this project comes at a critical time when English learners and their teachers need an increased level of support. We look forward to collaborating with you and your team to make this project a success.

Sincerely,

Susan Moxley, Ed.D.  
Superintendent  
Lake County Schools

**Appendix C**  
**2015 Academic Program Assessment Report**

**School/College:** School of Education and Human Development  
M.S. Ed., Teaching English to Speakers of Other  
**Program Name and Degree:** Languages (TESOL) and Bilingual Education

**Program Assessment Designee:** Luciana C. de Oliveira

### **Mission Statement and Program Outcomes/Objectives**

The mission of the School of Education and Human Development is to produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community.

Globalization and U. S. corporate markets have created the need for worldwide English proficiency to promote and sustain economic growth. English is seen worldwide as a language of power and the need for English instructors is growing across continents. For example, in 2005, Europe adopted a “mother tongue plus two” language policy in which all students receive instruction in their native language plus two foreign languages from a very early age. The goal is to foster a practical use of two foreign languages in addition to a native language, increasing multilingualism and thereby access to the jobs and mobility required in a globalized society. Since the early 1970’s the U.S. has experienced the largest influx of refugees and immigrants (i.e., foreign born) in its history. This has created a need for teachers to understand English language development and acquisition, as well as appropriate teaching methods, to better meet the needs of students who enter schools speaking a home language other than English.

U.S. teachers in Pre-K-12 settings who wish to boost their proficiency in Spanish and teach in dual language learning (DLL) contexts will have the opportunity to focus their MSED on Bilingual Education. Typically DLL ends in 5<sup>th</sup> or 6<sup>th</sup> grade. There is a recent and progressive push for biliteracy and bilingualism (Seal of Biliteracy- [www.sealofbiliteracy.org](http://www.sealofbiliteracy.org) and Sobrato Early Academic Language Seal- <http://www.edcentral.org/sealstrongstart/>) which requires biliteracy in middle and high school grades, across content areas. California just awarded the Seal of Biliteracy to 860 high school students this year. Also, M-DCPS attempted to have their Extended Foreign Language program go district wide for all K-5 students, but there was such limited Spanish proficiency among the teachers, they had to abort their plans. Seminole County just announced that they will offer world language courses in all 38 elementary schools beginning next school year. Parents will be able to choose to have their children participate, and have the language choices of Spanish, Chinese, French, or German.

**Program Goals and Objectives:** The goal of this program is to address the critical need for English language professionals who possess the requisite knowledge and skills to pursue careers in TESOL. The specific learning objectives for this programs entail:

1. Knowledge of foundations of TESOL and bilingual education, including language and culture,



language acquisition and development, and ESL/bilingual education research, partnerships and advocacy

2. Knowledge of planning, implementing, and managing (using resources and technology effectively) ESL/bilingual education and content instruction

3. Knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

### Student Learning Outcomes and Related Measures

**Student Learning Outcome 1:** Knowledge of foundations of TESOL and bilingual education, including language and culture, language acquisition and development, and ESL/bilingual education research, partnerships and advocacy

**Assessment Measure 1.1: ELL Profile Analyses—Direct measure:** As a program project, students write two ELL profile analyses based on the English language development of an ELL. (see **Appendix A** for assignment). The culminating papers are written individually by each student and submitted as a final draft. Faculty reviewers use a rubric to assess knowledge of language acquisition and development content that has been addressed in the paper. Students must score “*Adequate Evidence*” or “*Substantial Evidence*” in order to have met the “Knowledge of Language as a System and Language Acquisition and Development” criteria.

**Assessment Measure 1.2: Research paper: “My school as a microcosm of multiculturalism in the U.S.: Issues, realities, and recommendations”:** A minimum score of “Adequate Evidence” on the program’s rating scale for *Knowledge of Diversity* from all students on this key assignment in TAL 627: Understanding Culture in the Classroom. To demonstrate “Adequate Evidence,” criteria for this assignment with regard to knowledge of diversity includes, The students will: read and understand research of leading scholars who have had an impact on our understanding of multicultural issues in urban schools; provide evidence as to how the scholarly articles reviewed applies or does not apply to the school where they teach/work; reference the models provided by Banks and Banks, and in addition to Banks, each student will select relevant articles from a total of 9 more scholars to include within the literature review.

**Student Learning Outcome 2:** Knowledge of planning, implementing, and managing (using resources and technology effectively) ESL/bilingual education and content instruction

**Assessment Measure 2.1:** A language-based lesson plan assignment demonstrates knowledge of planning, implementing and managing ESL and content instruction. The lesson plan assignment for SLO 2 incorporates knowledge of formative and summative assessments and principles of content and language learning. Students must score “*Adequate Evidence*” or “*Substantial Evidence*” in order to have met the criteria for effective knowledge of planning, implementing, and managing (using resources and technology effectively) ESL and content instruction addressing SLO 2.

**Assessment Measure 2.2: Culminating Action Research Project - Direct measure:** As a program capstone project included in TAL 691, Applied Research in Education, students

develop and conduct an action research project in a classroom with ELLs. The culminating paper is written individually by each student and is read and evaluated by two faculty members: the instructor for TAL 691 and a member of the student's supervisory committee. The "lesson planning and delivery" section component of the research paper is used to assess SLO 2. Students must score "*Adequate Evidence*" or "*Substantial Evidence*" in order to have met the criteria for effective communication using written format. A third faculty member is called upon to read the paper if the two faculty disagree concerning criteria met or not met.

**Student Learning Outcome 3:** Knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

**Assessment Measure 3.1: Culminating Paper—Direct measure: Culminating Action Research Project** As a program capstone project included in TAL 691, Applied Research in Education, students develop and conduct an action research project in a classroom with ELLs. The culminating paper is written individually by each student and is read and evaluated by two faculty members: the instructor for TAL 691 and a member of the student's supervisory committee. The "pre and post-assessment results and discussion" section component of the research paper is used to assess SLO 3. Students must score "*Adequate Evidence*" or "*Substantial Evidence*" in order to have met the criteria for effective communication using written format. A third faculty member is called upon to read the paper if the two faculty disagree concerning criteria met or not met.

**Assessment Measure 3.2: Analyses of Language-Proficiency Tests, Standardized Content Area Tests, and Classroom-Based Assessments.** For this project, students analyze language-proficiency tests (e.g. LAS Links), standardized content area tests (e.g. a content area test or NAEP), and classroom-based assessments (provided by classmates). The types of assessment are divided into three categories. Students' task is to analyze these different test items to identify the potential challenges that ELLs would face when reading and trying to understand the items and trying to answer the test question. Students draw on their developing knowledge and understanding of English as a Second Language teaching and learning to analyze these test items for this assignment. Points students may bring up include:

- cultural knowledge expectations;
- language knowledge expectations;
- grade level content expectations (if you can tell);
- any other information that the item contains that may relate to potential difficulties.

Students must score "*Adequate Evidence*" or "*Substantial Evidence*" in order to have met the criteria for effective communication using written format.

#### Assessment Findings

- Please relate your assessment findings to the outcomes and measures defined above. (Copy your student learning outcomes and assessment measures from above, using the same layout, and add each set of findings underneath the corresponding measure.) Report quantitative or qualitative results from the **past 3+ years**. Please write a brief explanation if you don't have at least three years of data—either because the program is new or you've substituted better

assessment measures. (See Resources document for suggested language.)

- Average ratings of quantitative data are sufficient; raw data not needed.
- If qualitative evaluations are used, include samples in an appendix.

### **Findings Relating to Program Outcomes**

Provide relevant information assessing achievement of your program mission, program outcomes, and/or initiatives to improve student learning (e.g., graduation/retention rates, number of degrees awarded, job placement, evaluations of major advising, attendance at symposia, workshops).

## **Discussion for Continuous Improvement**

### **(Faculty Analysis of Findings and Initiatives to Improve Learning and Program)**

Use this section to show completion of the assessment cycle (i.e., how results of assessments helped to *improve student learning and the program*). Please address the following for SACSCOC reviewers:

#### **Faculty Review and Analysis of Assessment Findings**

Are students performing at a level that faculty consider to be appropriate? Show that findings and possible changes were discussed by faculty (meeting dates or minutes work well for this).

#### **Initiatives to Improve Student Learning Outcomes and Program Outcomes**

What changes have been implemented or will be developed to improve student learning outcomes and program outcomes?

#### **Evidence of Improvement**

What has been the effect of these improvements? (See Resources document for suggested language.)



## Appendix A ELL Profile Analyses Assignment

### ELL Profile Analysis 1

#### General Description:

Education Week Quality Counts had a special issue on ELLs entitled “Portrait of a Population: How English-Language Learners Are Putting Schools to the Test.” Some sections of this issue are available online. For these assignments, you will be working with one student profile available and write up an analysis. You will submit 2 ELL profile analyses of the *same* ELL, one at the beginning of the semester and one at the end of the semester.

#### **Assignment: ELL Profile Analysis 1**

1. **ACCESS** Education Week online at <http://www.edweek.org/ew/index.html>
2. **REGISTER** for free access. There is a “Register” link right next to the words “Education Week” on the blue area of the page. Sign in.
3. **LOG IN** and you will be able to navigate the special issue.
4. **ACCESS** the special issue on ELLs at <http://www.edweek.org/ew/toc/2009/01/08/index.html>
5. **Click on** “STUDENT PROFILES” on the left of the screen under “From the Print” and **notice** each ELL’s name under “Featured Profiles.”
6. **Select one** ELL to focus on for this analysis.
7. **Read** the student profile. Then **listen** to the interview with the ELL (and sometimes an interpreter) by clicking the play button under the ELL’s name - make sure the sound is working on your computer!

Here are some questions and issues to address in your analysis:

- Based on the information provided in both the written profile and the interview, what are some difficulties you think this ELL might have in developing English?
- What characteristics of this ELL might affect his/her language development? How?
- What linguistic and cultural experiences of this ELL might affect his/her language development? How?
- Describe and interpret some of the language-learning and cultural experiences of this ELL and connect them to English language development.

**NOTES:** Do NOT answer each question or issue above in your assignment. These questions are some guidelines and issues to consider. Make sure to create a concise, cohesive UNIT as your analysis. Your submission should be not less than 3 pages in length (Times New Roman font or similar).

You can divide your analysis into:

- **Introduction:** discuss which ELL you decided to focus on. Give a brief description.
- **Analysis:** address some of the questions and issues above, as well as others you determine. Connect the readings for the course with your analysis.
- **Conclusion:** bring up a few concluding thoughts about your analysis.

## **ELL Profile Analysis 2**

### **General Description:**

Education Week Quality Counts had a special issue on ELLs entitled “Portrait of a Population: How English-Language Learners Are Putting Schools to the Test.” Some sections of this issue are available online. For these assignments, you will be working with one student profile available and write up an analysis. You will submit 2 ELL profile analyses of the *same* ELL, one at the beginning of the semester and one at the end of the semester.

1. **ACCESS** the special issue on ELLs at <http://www.edweek.org/ew/toc/2009/01/08/index.html>
2. **LOG IN** using your account.
3. **Click on** “STUDENT PROFILES” and go to the ELL Profile that you selected for the first part of this assignment at the beginning of the semester.
4. **Read** the student profile one more time. Then **listen** to the interview with the ELL (and sometimes an interpreter) by clicking the play button under the ELL’s name - make sure the sound is working on your computer!

Here are some questions and issues to address in your analysis:

- Based on the information provided in both the written profile and the interview, what are some difficulties you think this ELL might have in developing English?
- What characteristics of this ELL might affect his/her language development? How?
- What linguistic and cultural experiences of this ELL might affect his/her language development? How?
- Describe and interpret some of the language-learning and cultural experiences of this ELL and connect them to English language development.

**NOTES:** Do NOT answer each question or issue above in your assignment. These questions are some guidelines and issues to consider. Make sure to create a concise, cohesive UNIT as your analysis.

**The idea for this second profile analysis is for you to show your developing understanding of English language development and education. Therefore, an expectation is that you will be able to draw on what you learned throughout the semester to develop this analysis. You can base your second analysis on your first analysis, but bring up points from your case study observations, discussion questions, course readings, module concept maps etc.**

You can divide your analysis into:

- Introduction: bring up the points you already made about this ELL from your first analysis.
- Analysis: address some of the questions and issues above, as well as others you determine. Connect the readings for the course with your analysis.
- Conclusion: bring up a few concluding thoughts about your analysis.

### REVISED P. 3 OF PROPOSAL

Some courses have changed titles since Fall 2006 when the program became inactive on 11/26/2006 such as TAL 653 Applied Linguistics in Education is now Applied Linguistics.

#### **New Courses for Program, Existing Courses for the Department**

##### **TAL 627 Understanding Culture in the Classroom**

This course explores the conflicts and the strategies for resolution between the patterns of culture and language in the classroom and the patterns of culture and language that schoolchildren bring to the classroom --- patterns which are learned in their families and their communities.

##### **TAL 691- Applied Research in Education**

This course provides an introduction to basic research methods including action research, ethics in education research, and the implications of research on the practice of teaching particularly for the differentiation of instruction.

##### **TAL 506/6XX Home Language Strategies**

This course prepares teachers for Spanish language instruction for both students from Spanish language backgrounds and from learning environments where Spanish is not the predominant language. The course will incorporate many of the strategies for teaching English as a new language but will also focus on the unique aspects of learning Spanish. The course will be conducted in Spanish. All assignments will be done in Spanish.\*

The General Welfare Committee requested that we change the catalogue description to "The course will be conducted in English and in Spanish. All assignments will be done in Spanish." The title and course number will be changed to reflect the English/Spanish component.

##### **TAL 592/6YY Workshop in Education (1- 6 credits Offered By Announcement Only; 3 credits will be required for the program)**

A critical study of practical problems of teachers. Significant problems are defined, literature and research are reviewed, and individual or small group projects are required.

#### **Program Objectives/Learner Outcomes**

Competency 1. Knowledge of foundations of TESOL and bilingual education, including language and culture, language acquisition and development, and ESL/bilingual education research, partnerships and advocacy

Competency 2. Knowledge of planning, implementing, and managing (using resources and technology effectively) ESL/bilingual education and content instruction

Competency 3. Knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

**Course delivery** will follow online and distance based synchronous or asynchronous models, and/or some hybrid models that are consistent with the University's portfolio of course-delivery options. The program will not be offered face-to-face.

The General Welfare Committee requested that we include "The majority of the course will be taught through synchronous models, as much as possible, with ample opportunity for two-way communication"