

ENGLISH AS A SECOND LANGUAGE/ESL (K-12)

Program Overview

This Post-Baccalaureate Teacher Certification Program in English as a Second Language/ESL (K-12) is designed for college graduates seeking initial teacher certification in the subject area of English as a Second Language. The streamlined, rigorous, and sequential program of professional teacher preparation studies combines theory, research, field experience, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

Rider's ESL Program trains future and current educators to develop students' level of English and to be sensitive to the complex backgrounds of culturally and linguistically diverse students. The mission of the ESL Program is to provide the skills, understandings and the development of attitudes necessary to teach culturally and linguistically diverse students for them to achieve their highest potential through education for life.

The course work in this program may be applied toward completion of the 30-credit Master of Arts in Teaching (MAT). (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/ma-teaching/>)

Curriculum Overview

This Post-Baccalaureate Teacher Certification Program in English as a Second Language is a 24-credit graduate program requiring five teacher preparation courses to be taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- English as a Second Language/ESL Certificate (K-12)

Contact

Kathleen Pierce, Ph.D.

Professor and Director of Post-Baccalaureate Teacher Certification and Master of Arts in Teaching (MAT) Programs
Bierenbaum Fisher Hall 202
609-895-5478
kpierce@rider.edu

María Villalobos-Buehner, PhD.

Professor of Spanish, ESL, Bilingual, and World Language Education
Fine Arts 354
609-895-5596
mvillalobos@rider.edu

Program Website: ESL Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/english-second-language/>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/ma-teaching/>)

English as a Second Language/ESL Certificate (P-12) Requirements

(24 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 548 Curriculum and Instruction for Diverse Learners 3 Credits

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, state adopted core curriculum content standards, professional development standards, standards and national school leadership standards.

Prerequisite(s): CURR 531, CURR 538.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking teacher initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. These experiences test and strengthen the translation of educational theory and research into meaningful teaching practice. On-campus or site-based seminar accompany the clinical experience and emphasize the reflective development toward professionalism through sharing and analyses of how to support the learning needs of diverse students and connecting clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars that include the following: introductory/ orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning; classroom management strategies; awareness of methods for strengthening student achievement and career readiness.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester. On-campus or site-based seminar accompany the clinical experience and emphasize the reflective development toward professionalism through sharing and analyses of how to support the learning needs of diverse students and connecting clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars that include the following: introductory/ orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning; classroom management strategies; awareness of methods for strengthening student achievement and career readiness.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 508 Literacy and the Bilingual/Bicultural Child 3 Credits

Presents multidisciplinary and interdisciplinary perspectives on bilingual/ bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.