



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**ESOL Endorsement Praxis Prep Course  
EDU 6200 3 Credit Hours**

**Student Level:**

This course is for educators licensed through Kansas State Department Education.

**Catalog Description:**

**EDU 6200 ESOL ENDORSEMENT PRAXIS PREP COURSE - 3 Credit Hours**

This course is designed to prepare the licensed educator for the ETS Praxis II Content exam for English to Speakers of Other Languages (ESOL) licensure endorsement with the Kansas State Department of Education. Provided the licensed educator has included ESOL on the Professional Development Plan of Study, or equivalent, as required by the district and state for licensure renewal, the educator can submit the earned credits toward licensure renewal and/or pay scale movement with district approval. Student must have permission to enroll in the course. Must be licensed by the Kansas State Department of Education in any content area grades PreK-12; recommend three years of teaching experience; recommend the completion of course work in linguistic and pedagogical knowledge within the context of teaching ESOL for elementary and secondary schools.

**Prerequisites:**

Instructor approval

**Controlling Purpose:**

This course is designed to prepare the licensed educator for the ETS Praxis II Content exam for English to Speakers of Other Languages (ESOL) licensure endorsement with the Kansas State Department of Education. Provided the licensed educator has included ESOL on the Professional Development Plan of Study, or equivalent, as required by the district and state for licensure renewal, the educator can submit the earned credits toward licensure renewal and/or pay scale movement with district approval.

**Learner Outcomes:**

The student will –

- take a practice exam as a pre-test and interpret results to determine areas of study needed.
- develop a study plan of action to include content needed, test taking strategies, resources and timeline.
- identify errors in oral grammar and vocabulary in PreK-12 student speech.
- develop instructional units which integrate strategies that address unique needs of English Language Learners.
- demonstrate linguistic and pedagogical knowledge within the context of teaching ESOL in elementary and secondary schools by earning a passing score on the assessment required for licensure endorsement.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may

add other material as time allows.

**Evaluation Key:**

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: TESTING ANALYSIS AND PLAN OF STUDY</b>						
Outcomes: The student will develop a plan of study using data from pre-test results to determine areas of strength and needed improvement.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Develop test taking strategies which prepare for test format to improve overall performance.
						2. Research test content categories to ensure overall success in demonstrating knowledge of: Foundations of Linguistics & Language Learning; Planning, Implementing, and Managing Instruction; Assessment; Cultural & Professional Aspects of the Job (The <i>Praxis</i> Study Companion).
						3. Practice analyzing oral recordings for errors in English grammar, vocabulary, and pronunciation structures created by English Language Learners.

<b>UNIT 2: INSTRUCTIONAL UNIT</b>						
Outcomes: The students will plan full instructional units to include learning targets, progress monitoring, management of the learning environment, authentic assessments and differentiated modifications for the English Language Learner.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:

						1. Design instructional units which implement foundations of linguistics and language learning: linguistic theory, language and culture, second-language learning and literacy.
						2. Design relevant learning experiences that incorporate researched based strategies which target specific needs of the English Language Learner and are developmentally and age appropriate.
						3. Design positive and effective learning environments which promote experiences to address the needs of the English Language Learner.
						4. Design relevant informative assessments which effectively monitor student progress in varying levels of language and literacy development.
						5. Design and/or implement valid formative assessments to determine overall learning progress of the English Language Learner's language skills and progress toward meeting state and national standards.
						6. Use data from various assessments to differentiate instruction and learning experiences or determine appropriate services and placement for the English Language Learner.

### UNIT 3: CULTURAL AND PROFESSIONAL ASPECTS

Outcomes: The student will demonstrate understanding of cultural and its role in acquiring language and literacy skills, the legal and ethical issues of working with second language learners, the roles and responsibilities of ESL instructor.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Explain, describe and identify cultural influences on language and literacy development.
						2. Explain, describe and identify cultural influences on second language acquisition.
						3. Explain, describe and identify personal cultural influences which affect teaching style and possible conflicts with teaching second language acquisition and determine appropriate strategies for implementing objective instructional needs.
						4. Identify laws and/or court decisions which influence services and programs for English Language Learners.
						5. Identify and explain the overall roles and responsibilities of the ESL instructor.
						6. Identify various educational and professional resources and organizations which provide relevant research on practices and issues pertaining to the education of English Language Learners.

**Projects Required:**

Pre-test/Post-test of valid assessment used for licensure  
Professional Plan of Study  
Content Area Unit of Instruction  
Online collaboration and reflections

**Textbook:**

Contact Bookstore or Instructor for current textbook.

**Materials/Equipment Required:**

Windows 7 or newer & Microsoft Office 2000 or newer, reliable Internet access, webcam, digital camera, scanner (or availability) any additional items listed in the course syllabus and/or as required by the instructor.

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format. The course will be organized as a 12, 16 or 8 week course as space allows in the current semester schedule. Students can expect to spend 48 hours on course instruction, either online or via face-to-face in a traditional classroom setting, with an additional 150 hours (approximate) on homework and project development to meet the expected outcomes for a 3 credit hour course.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

263.00 Student Appeal of Course Grades

403.00 Student Code of Conduct

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.