

Timeline for Completing the University of Delaware MA TESL Program
August 30, 2011
YEAR ONE

1. August, before beginning first year of studies

- Make contact with your advisor
- Register for the following required first semester courses:
 - EDUC 627 Models of Instruction**
 - EDUC 672 Teaching English as a Second Language (Other name: LING 698)**
 - LING 677 Structure of English**
 - EDUC 613 Adolescent Development and Educational Psychology***
- **Early Field Placements**
 - i. You must register for all Early Field Placements before the semester begins. To do so please go to <http://www.udel.edu/ocs/student/index.html>. Select the link for 'EDUC413, 613). Follow all instructions for 'Before the Semester Begins'. More information will be given after classes begin.
 - ii. All students must show proof of TB clearance before they can participate in a field placement. Please visit http://www.udel.edu/ocs/student/TB_info.html for more information.

*Alternately, this course can be taken in winter session, although students on funding have to pay for any courses taken in winter or summer months. Since these courses are not restricted to you, there should be no problem registering yourself for them. Contact David Hannah (dhannah@udel.edu) if you have questions.

Part time students or students transferring credits into the program: see your Advisor regarding which courses to take.

- Attend School of Education graduate student orientation
- Attend MA TESL student orientation

2. October, first year

- Register for winter session/spring session required courses:
 - Winter Session (3 credits) Options: EDUC 613, EDUC 614, or EDUC 619
- Register for Livetext for your 18 credit portfolio, EDUC 647, and FLLT 624 assignments. Their main website is: www.livetext.com. However, UD students have exclusive discounts by registering through: <http://www.regonline.com/universityofdelawarelivetext12or3yearmembershippur> Membership rates are: \$45 1 year; \$55 2 years; \$65 3 years.

3. November, first year

- Students register online for spring courses
 - EDUC 740 Literacy Instruction for English Language Learners**
 - LING 676 Second Language Acquisition and Bilingualism**
 - FLLT 622 Language Syllabus Design**

Part time students or students who transferred credits into the program: see your advisor regarding which courses to take.

Note for students who have transferred credits into the program: you must turn in a portfolio of work at the completion of 18 credits of study (including UD transferred credits)

- Information meeting on Student teaching with Robert Grey, Friday, November 5, at 3:00 PM, Room 203, 108 E. Main Street

4. **December, first year**

- Students seeking teacher certification: take the Praxis I exam (see www.udel.edu/teachered/current).

University contact: Barbara Vandornick
Office of Clinical Studies
200 Academy St.
Phone: 831-3000, bvandorn@udel.edu

5. **February, first year**

- **Student Teaching**

- i. Any MA-TESL student who wishes to student teach must register for a placement in the spring semester before the student teaching year.

1. General Student Teaching Information can be found at http://www.udel.edu/ocs/student/student_teaching/index.html

2. Student Teaching Application Procedures. Go to: http://www.udel.edu/ocs/student/student_teaching/student_teaching_applications.html for more information.

6. **April, before beginning second year of studies**

- Register for the following required fall courses:

FLLT 624 Second Language Testing

EDUC 647 Advanced ESL Teaching Methods, Design and Strategies

Part time students or students who transferred credits into the program: see your advisor regarding which courses to take.

EDUC 614 Educational Psychology: Cognitive Development*

* Students not seeking certification do **not** need to take EDUC 614. Students who are seeking certification must take EDUC 614.

EDUC 614 can also be taken in winter or summer sessions, although students on funding have to pay for any courses taken in winter or summer months.

7. **June 18, end of first year**

Turn in your portfolio of materials to the MA TESL Program Coordinator at the completion of 18 credits of study. The portfolio should include completed lesson plans, tests or test items you have written, course projects, and a selected sample of term papers.

See *Portfolio Requirement for Candidacy to the MA TESL Degree* at

<http://www.udel.edu/education/masters/tesl/current-students.html>

YEAR TWO

8. **August, second year of studies.**
 - Students seeking a student teaching placement but have not yet received confirmation of their assignment should contact Robert Grey, rgrey@udel.edu, 831-3562.
9. **October, second year of studies**
 - Students not seeking teacher certification: see your advisor to plan your spring semester teaching practicum
10. **November, second year of studies, registration for spring semester**
 - Students *not* seeking teacher certification should register for:
EDUC 742-108 (3 cr.) TESL Practicum: plan with advisor and Dr. Stevens
 - Students seeking teacher certification should register for:
EDUC 750 (6 cr.) Graduate Teaching Internship (Student Teaching)
EDUC 767 Diversity in the ESL Classroom (new class)
(Follow the same procedure as EDUC413,613)
 - **All MATESL students** must register for PRAXIS II, ESL test given in January (or before). The test code is 0361. See: www.ets.org/praxis or call (800) 772-9476
Students are required to submit their test scores to the Office of Clinical Studies and must achieve a score of **150** on the new test to qualify for the degree.
11. **February 1, second year of studies**
 - All students planning to graduate by May: complete “Application for Advanced Degree” form, available on the web at www.edu/gradoffice/GRADHOME. Submit form to Dr. Stevens for his signature. (Attach copy of Praxis II ESL test score results to Dr. Stevens when giving him the application for the advanced degree).
12. **March, second year of studies**
 - Students wanting to qualify as bilingual teachers must submit to Dr. Stevens evidence of 15 credit hours of course work in target language at or above the third year college level or by passing a proficiency test.
 - All candidates wanting to become ESL teachers, must submit to Dr. Stevens or their advisor evidence of at least 6 hours of a foreign language at the intermediate level or pass a proficiency test.
 - Nonnative speakers of English who wish to use their MA TESL degree in the United States must see Dr. Stevens to schedule two tests: UDIA and SPEAK, scoring at least 255 and 55, respectively on the tests.
 - All candidates seeking ESL employment in the public schools as a highly qualified teacher must register for a Praxis II test in a subject area other than ESL, if they do not already have a degree in a certification qualifying subject area, such as social studies, English, math, or science.

12. **April, second year of studies**

- Candidates should attend the job fair sponsored by the School of Education
You can find more information at the [Project Search website](http://www.udel.edu/CSC/projsearch.html),
<http://www.udel.edu/CSC/projsearch.html>.

13. **April or May, second year of studies**

- Attend your May graduation. Congratulations!

Contact Information

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University of Delaware Professional Education Conceptual Framework

The Conceptual Framework for the MA TESL Program and all professional education programs at the University of Delaware is located at <http://www.udel.edu/dcte/ucte/Policies/conceptual.html>. With reflective practice as a guiding principle and with diverse learning communities as a context, the University of Delaware prepares candidates to adopt and integrate three critical professional roles: scholar, problem solver, and partner. UD-prepared educators function as:

- **Scholars**, who are grounded in the knowledge of their disciplines, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.
- **Problem solvers**, who construct practical, effective approaches to professional challenges using a sound base of theory and research, and who help others construct their own ways of addressing challenges.
- **Partners**, who use a flexible array of well - developed skills to support the positive development of all learners, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.