

A University's College of Education Reflects on Its Faculty and Student ESOL Endorsement Infusion Model

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Abstract

As Florida's K-12 school populations continue to increase in cultural and linguistic diversity, the demand for teachers qualified to meet their needs becomes critical. Previously within the jurisdiction of Florida's school districts, teacher training in ESOL (English for Speakers of Other Languages) has shifted to colleges of education per Florida legislation. To address this mandate, a large metropolitan university in Central Florida developed a comprehensive multimedia ESOL Endorsement Infusion Model for the extensive training of its faculty and student populations. Now that several years have passed since the initial implementation of the model, the overall positive student and faculty perceptions serve as testimony to the success of an ESOL training model for colleges of education throughout the state and beyond.

Keywords: *Multimedia instruction; Second language learning; Pre-service ESOL training; Multimedia training; Online training; Multimedia professional development*

Introduction

In the years since the Consent Decree (LULAC et al., 1990) mandated changes in the educational preparation and practices of Florida teachers, Florida educators have struggled with compliance. "The Consent Decree addresses the civil rights of ELL [English Language Learner] students, foremost among those their right to equal access to all education programs. In addressing these rights the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled" (Florida Department of Education, 2005). This comprehensive and highly prescriptive legislation also resulted in the development of 25 ESOL Performance Standards for Teachers of English for Speakers of Other Languages (see Appendix). These standards spec-

2007/07/28 received; 2007/08/29 revised; 2007/09/03 accepted

ify competencies that Florida teachers have to be able to demonstrate to meet the unique needs of ESOL students. Florida educators are required to complete ESOL training, the quantity of which varies by content area. For teachers responsible for literacy skills, this professional development entails 300 hours of training.

Initially, Florida school districts attempted to tackle the enormous challenge of delivering ESOL training to almost all of their in-service teachers. Each school system created 300 hours of staff development, employing a variety of delivery modes to afford accessibility to training at numerous locations and at flexible times. When the Florida Department of Education passed legislation in 1996 to make colleges of education having initial teacher certification programs responsible for the ESOL training of its pre-service teachers, colleges of education had the daunting task of creating professional development for the faculty to prepare them to work with the teachers in training. Florida universities affected by this mandate then had several options for addressing the 300 required hours of ESOL training, the content of which had to include the areas stipulated by the Consent Decree: first and second language acquisition, cross-cultural awareness, strategies for adapting instruction and materials, curriculum, and assessment. Universities could opt to satisfy the mandate by creating 5 stand-alone courses addressing these topics or they could employ an infusion model consisting of 2-3 stand-alone ESOL courses and the integration of all 25 ESOL Performance Standards throughout the teacher preparation curricula. An ESOL-infused final internship was required with either option.

The [University's name] College of Education developed an infusion model, which entailed the integration of the ESOL Performance Standards into the curricula of all teacher preparation programs following the mass training of its faculty. Within this paper, the author describes this university's journey to ESOL compliance, highlighting the elements of its ESOL Endorsement Infusion Model and reflecting on what faculty and student surveys revealed about what the college is doing well and what needs to be improved.

Review of Literature

The literature is very specific in addressing the need for teacher certification programs to prepare teachers who can teach students who do not speak English (Ference & Bell, 2004; Gay, 2000; Gay, 2002; Giroux, 1998; Nieto, 2000). Grubbs (2003, p.1) suggests that the "world of the 21st century will continue to change the notion of the United States as a homogeneous, monolingual culture, and if schools are a reflection of society, then delivering quality instruction in increasingly diverse classrooms is a reality with which teachers must come to terms."

When each state-approved teacher preparation program in Florida was given the mandate to include an ESOL endorsement, a variety of state-approved approaches were pursued. One approach included five stand-alone courses leading to the ESOL endorsement, and the second approach, an infusion model, involved a mixture of stand-alone and infused courses. Both approaches were designed to deliver 300 hours of ESOL training. Universities selecting the five stand-alone course model faced higher costs, as this model required the creation of additional lines for faculty with ESOL expertise. Another result of choosing this model was the lengthening of students' tenure as an undergraduate to fulfill the additional graduation requirements to qualify for ESOL endorsement.

Infusion models, by their very nature, require fewer new hires and do not add substantially to students' teacher preparation curricula. These models tend to consist of 1-3 stand-alone ESOL courses and the infusion of ESOL competencies throughout the teacher education curricula and internships. Infusion avoids the viewing of certain content or strategies in isolation or as add-ons, but considers them as integral parts of a cohesive whole (McShay, 2005; Nutta, n.d.; Thomas, Larson, Clift, & Levin, 1996).

Some schools like Florida Atlantic University, the first institution in Florida to offer the ESOL endorsement as part of its elementary education degree, opted to integrate the ESOL standards within the required elementary education curriculum (Bristor, Pelaez, & Crawley, 2000). Other schools like Florida Gulf Coast University selected a web-based model to prepare ESOL teachers (Vazquez-Montilla, & Zhu, 2000). The [University's name] selected an infusion model consisting of 2 stand-alone ESOL classes and the curricular infusion of ESOL strategies throughout its education courses and field experiences. Its choice was based on the desire to instill in its pre-service teachers an understanding of ESOL strategies as natural components of Best Practices in Education. The [University's name] sought counsel from Florida Atlantic University and the University of South Florida in designing its ESOL Endorsement Infusion Model. With the deadline for compliance and the passage of a few years since the implementation of the ESOL model now behind each university, it seems to be an appropriate time for reflection.

The [University's name] College of education ESOL endorsement infusion model

Faced with the Florida Department of Education state mandate requiring that all majors responsible for teaching literacy (early childhood education, exceptional education, elementary education, and English language arts education) graduate

qualifying for the ESOL Endorsement, the [University's name] College of Education opted for an ESOL Endorsement infusion model consisting of numerous all-encompassing components that stretched throughout almost all of the university's college of education curricula. The university had to find some way by which majors in the aforementioned areas would satisfy the 300 hours of ESOL training required for ESOL Endorsement. The resultant integrated and sophisticated infusion model is comprised of ongoing faculty training, ESOL-infused general methods and specialization courses, two stand-alone ESOL courses, and the infusion of field experiences with the 25 ESOL performance standards.

The Initial College of Education Faculty ESOL Training

When the Florida Department of Education first mandated that colleges of education with initial teacher certification programs would be responsible for pre-service teachers' required ESOL training, large numbers of College of Education faculty at [University's name] had to be trained themselves before they would be qualified to teach ESOL strategies to their own students and/or supervise students in ESOL-infused field experiences. Receiving their initial certification themselves prior to the Consent Decree, most of the current teacher educators lacked training in ESOL. Thus, mass training of College of Education faculty had to be effected once the requirement for ESOL training shifted to colleges of education (see Verkler, 2003).

The 45-hour training consisted of 6 modules addressing the following state-mandated topics: (a) the history of the Consent Decree, (b) cross-cultural awareness, (c) ESOL methodologies, (d) ESOL curriculum and materials, (e) second language acquisition, and (f) assessment. Each module consisted of three blocks.

The first block of each module entailed a whole group presentation of the topic by an expert in that area. The presentation was videotaped for faculty unable to attend the presentation; faculty could view the videotape by checking it out of the educational library on the main campus of the university.

The second block of each module consisted of each faculty member individually working his/her way through on-line WebCT exercises that dealt with the topic of the module. The on-line exercises provided presentational information, after which faculty were directed to links for more in-depth training in that area. Some of the exercises required that faculty post responses to the Discussion forum of WebCT. Faculty then had to complete and submit quizzes for each module.

Block 3 of each module consisted of working in small groups with a faculty mentor from an ESOL Task Force (see Verkler, & Hutchinson, 2002). The primary responsibility of faculty during this block was to work on infusing course

syllabi with ESOL Performance Standards. Mentors assisted in this task, helping faculty develop activities to appropriately assess students' proficiency in attaining the standards addressed within their courses.

Current Faculty ESOL Professional Development Training

Since then, although the number of faculty needing the training has dropped significantly, the training of faculty is on-going as new faculty are hired each semester. At the beginning of each semester, the ESOL Coordinator conducts a faculty ESOL professional development orientation for all new faculty as well as any faculty that would like a review of the numerous components of the university's ESOL Endorsement Infusion Model. The orientation is scheduled on the Saturday morning prior to the commencement of classes each semester. It is scheduled on a Saturday so as not to conflict with the numerous weekly obligations with which faculty are faced. This scheduling also serves as an accommodation for regional campus faculty, who drive long distances to attend meetings on the main campus of the university. In addition, the orientation is scheduled prior to the first week of classes to ensure that faculty have a thorough comprehension of the ESOL model and can successfully integrate with true understanding into their curriculum the ESOL performance standards assigned to their particular courses and/or internships.

The orientation consists of three main topics of discourse: (a) background information about the Consent Decree and its implication for teachers at all levels of instruction, (b) the components of the college's ESOL Endorsement Infusion Model, and (c) an overview of the college's faculty ESOL professional development training. If faculty have already completed their ESOL training, they are not required to attend the last part of the orientation, but must provide the ESOL Coordinator with documentation verifying this training.

The 45-hour faculty ESOL professional development training still resembles the original training in that it still consists of the original 6 modules, each of which is composed of Blocks 1, 2, and 3. During Block 1, faculty still view the presentation made by the expert in the topic addressed by the specific module. However, these presentations, which were videotaped during the original faculty training, have now been converted to DVD format to facilitate faculty viewing.

During Block 2, faculty still access the faculty TESOL website to engage in their on-line WebCT exercises, after which they submit comments/reflections to the Discussion forum of this course management program and module quizzes to the Quiz forum of the program.

Block 3 affords new faculty more flexibility than original faculty had been

provided. The original Block 3 was utilized for the mentoring of faculty in the infusion of the ESOL performance standards into their course syllabi, activities, and assessments. However, since syllabi were ESOL-infused during the original training of faculty, generic ESOL-infused syllabi are consequently available on the faculty TESOL website for use and/or modification by new faculty or faculty teaching a specific ESOL-infused course for the first time. Block 3 now thus serves to satisfy a multitude of different faculty needs: one-on-one assistance from the ESOL coordinator pertaining to the creation of new activities for the appropriate assessment of ESOL standards; perusal of personalized syllabi of new faculty by the ESOL Coordinator to ensure that ESOL standards are referenced within the syllabi, that activities address the ESOL standards assigned to the course, and that there is no confusion as to which assessment evaluates the students' mastery of which ESOL standard. At times, the ESOL Coordinator serves to mentor faculty one-on-one in the usage of WebCT. Faculty have also sought out the services of the coordinator to provide them with additional clarification regarding the numerous components of the ESOL Endorsement Infusion Model.

Because of the rapidly growing student enrollment at [University's name], keeping up with the ESOL faculty training at the university's six campuses had become quickly unwieldy. To facilitate the training, both for the ESOL Coordinator and the faculty, the entire faculty ESOL professional training—orientation as well as 45-hour training requirement—has been organized into a faculty ESOL training orientation manual. This manual contains a DVD of the orientation and Block 1 (the whole group presentation by an expert) of all of the six modules. Directions regarding the usage of WebCT and how to complete the on-line WebCT exercises, including how to submit Discussion and Quiz entries, are included in the manual. This resource also consists of all of the handouts that accompany the DVD's. The manual is made available to all faculty who attend each semester's orientation as well as to faculty unable to do so.

As faculty work their way through their training, the ESOL Coordinator grades their quizzes and responds to their comments/reflections in the Discussion forum. Once faculty complete their training, they receive a certificate of completion. For compliance purposes, a copy of the certificate is placed in the ESOL Coordinator's files; an additional copy is sent to the faculty's department chair so that the chair is aware of the faculty's completion of this job requirement. This training has ramifications as to the scheduling of instructors to teach courses. Per state mandate, faculty lacking their required ESOL training are not permitted to teach ESOL-infused courses and/or supervise students in ESOL-infused field experiences.

College of Education Student ESOL Training

Students majoring in elementary education, exceptional education, early childhood education, or English language arts (grades 6-12) education are required per state mandate to attain 300 hours of training in ESOL so that they, upon graduation, qualify for ESOL Endorsement. When the curricular infusion of these programs was being effected, an ESOL Task Force consisting of college of education faculty worked very closely with faculty from the above program areas to determine which courses would most naturally address which of the 25 ESOL Performance Standards. From this collaborative effort, matrices that would drive the infusion were developed. Each course within the above program areas would be responsible for addressing specified ESOL standards. In other words, each course would include specific ESOL standards in its course objectives, activities to provide student practice in addressing those standards, and means by which to assess students' proficiency in satisfying those standards. The standards, activities, and assessments were to be noticeably identified in course syllabi so that there would be no student confusion about which standards were being addressed by the course, or about which activities and which assessments addressed which standards. A TESOL Notebook would be maintained by the students to document the infusion of the ESOL Performance Standards into coursework.

Educational studies faculty responsible for shepherding the three ESOL-infused general methods and educational foundations courses developed on-line ESOL modules to address the ESOL performance standards assigned to their courses. Students work their way through the modules, visiting websites replete with ESOL resources, and applying what they learned at each website to complete the assignments. They are asked to make modifications to lesson plans, activities, and assessment modes to address the diversity of learning styles exhibited by students, taking into account the unique needs of ESOL students (see Verkler, & Hutchinson, 2003). The evaluated modules are then inserted into the TESOL Notebook.

In addition to the ESOL-infused courses, the ESOL Endorsement Infusion Model also consists of two stand-alone ESOL courses. One of these courses, TSL 4080 Theories and Practices of Teaching ESOL Students in Schools, constitutes one of the first courses in the initial certification program. It is in this course that students begin developing their TESOL Notebooks. The TESOL Notebook is divided according to the different courses in the programs' curricula in order to assess the degree of infusion effected within each course. Students insert graded ESOL-related assignments into the section of the notebook that corresponds to the

course in which they completed the assignment.

At the front of their TESOL Notebooks, students insert a TIP (TESOL-in-Progress) sheet to track the ESOL Performance Standards addressed by each assignment. Because of the multifaceted nature of some of the assignments, they can naturally address more than one ESOL Performance Standard. As the students progress through all of the courses in their teacher preparation program, they add ESOL-related assignments to the notebook. By the time students complete all of their coursework, all of the ESOL Performance Standards should have been addressed. The completion of the TIP sheet should reflect this accomplishment. In addition, all of the TESOL Notebook sections (which mirror the courses within one's program area) should contain ESOL-related assignments.

The other stand-alone TESOL course is TSL 4141, Issues in Second Language Acquisition. Students continue adding to their TESOL Notebooks as they complete assignments in this course. TSL 4141 is also a university-sanctioned service-learning class in which students spend a minimum of 15 hours completing a service-learning project. This assignment addresses a community need, supports the course objectives, entails a connection between the campus and the world around it, challenges students to be civically engaged, and involves structured student reflection.

During service-learning, students: (a) receive training for one hour in teaching reading to ESOL or literacy-challenged students, (b) meet with one public school student once a week for the entire semester to assist them in their literacy skills, (c) compose a weekly reflection on their and their student's progress, and (d) share with the rest of the class their service-learning experience at the end of the semester.

The final component of ESOL training involves the infusion of the ESOL Performance Standards in field experiences, specifically in Internship II, the final practicum. Students' performance in addressing the ESOL standards during their field experiences is documented via the ESOL Performance Profile. The profile affords students, as they interact with ESOL students, the opportunity to be observed and evaluated by an ESOL-trained educator during any of their field experiences, of which there are several. Being able to work with ESOL students during field experiences prior to Internship II and being given the opportunity to be observed and evaluated on the ESOL Performance Profile while doing so provides students with additional invaluable practice that can be documented. The documentation of this additional experience working with ESOL students reflects training beyond the required 300 hours, enhancing students' dossiers for employment.

During the students' final practicum, state law dictates that they must be observed and evaluated on their ability to address all 25 ESOL Performance Standards as they interact with ESOL students. The student teachers work closely with university coordinators who observe them and assess them as they address the 12 Florida Educator Accomplished Practices (Florida Department of Education, n.d.) and 25 ESOL Performance Standards. In addition, during the internship, the coordinators review the students' TESOL Notebooks for completion. At the conclusion of the internship, if the ESOL Performance Profile reflects mastery of the 12 Florida Educator Accomplished Practices and proficiency in addressing the ESOL Performance Standards in coursework (as evidenced by the TIP sheet) and field experiences (as evidenced by the ESOL Performance Profile), the intern and coordinator complete the final signature page of the Profile. This final procedure verifies that the student has successfully fulfilled the state-mandated 300 hours of ESOL training and is thus qualified to receive the ESOL Endorsement.

Methodology

Since the ESOL Endorsement Infusion Model is so complex and its effectiveness so integral to the ultimate ability of the university's initial teacher certification graduates to be able to successfully address the needs of ESOL students, faculty and students were surveyed to determine whether the model did indeed do what it was developed to accomplish. In line with the college of education's conceptual framework of the reflective practitioner, the author analyzed the data, reflecting upon the successes and problematic components of the model.

Since the study in this article is descriptive in nature and since most of the questions on both the faculty and student surveys required attitudinal responses, the author selected the survey method for data collection. Surveys are:

useful when a researcher wants to collect data on phenomena that cannot be directly observed Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects, from the quality of user-system interfaces to library user reading habits. (Survey methods, n.d.)

The Likert scale, which requires respondents to reply along an attitudinal continuum, was employed for most of the items on both surveys.

The function of the ESOL Endorsement Infusion Model from the faculty perspective was to train all faculty teaching ESOL infused courses and/or supervising students in ESOL-infused internships. If these faculty were to be expected to train students in ESOL methodology, it was imperative that they attain

proficiency in ESOL pedagogy themselves. Thus, the survey was constructed of questions that primarily queried them about their feelings of preparedness in being able to pass on competently what they themselves had learned. These feelings dealt with their knowledge and comprehension of ESOL resources, their perceived ability to develop appropriate ESOL-related activities for their students, and their confidence in being able to identify and evaluate their students' use of appropriate ESOL strategies.

The researcher obtained a list of all faculty teaching ESOL-infused courses and/or supervising students in ESOL-infused internships, and delivered a copy of the survey to their offices. The 86 faculty members were asked to complete the survey anonymously and return the survey by email, fax, or to the author's office or mailbox.

Although many of the questions on the students' survey were similar to those on the faculty survey, there were two big differences in focus. Students had been having difficulties in completing their ESOL requirements due to a variety of reasons: miscommunication of requirements from faculty, peers, and advisors; not accessing the student TESOL website; professors' syllabi neglecting to include any mention of ESOL requirements, professors' lack of understanding of and ability to clearly communicate the ESOL requirements, and lack of correlation between objectives and their assessment in ESOL-infused courses. Thus, numerous questions on the student survey addressed students' feelings concerning the aforementioned scenarios. Another area of concern reflected in the survey dealt with students' attitudes about their ability to competently utilize ESOL strategies when working with actual ESOL students in their senior internship.

The student population consisted only of majors required to qualify for ESOL Endorsement: early childhood education, exceptional education, elementary education, and English language arts (6-12) education. Although responses were anonymous, students were asked to identify themselves as a student in EDG 4323 (a required foundational general methods course that includes all majors), Internship I, or Internship II. Given that all surveys were administered during the same semester and that students could not be in more than one of the above courses simultaneously, the same student would not fall in more than one category. The methods course was selected because this course is the first in a sequence of methods courses in the college's teacher preparation program. It also is the first course, other than the ESOL courses (TSL 4080 and TSL 4141), in which students would receive exposure to the ESOL infusion. EDG 4323 instructors administered the surveys during class, collected them from the students, and then placed them in the researcher's mailbox.

Students in Internships I and II were also targeted because they would have received exposure to the ESOL infusion in the earlier stages of the Endorsement Model. It was of interest to the author whether their perceptions would differ from those of students currently in the methods courses after some of the earlier administrative problems of the ESOL Model had been worked through by the creation of a student TESOL Website and student ESOL handout, better communication of requirements to faculty and students, etc. University coordinators, who supervised the interns, administered the surveys to their interns during group meetings at the end of the semester, collected them from the students, and then placed them in the researcher's mailbox.

Faculty Survey Results

Fifty-four faculty members responded to the survey. Each faculty member was responsible for teaching and/or supervising students state-mandated to qualify for the ESOL Endorsement upon graduation. In response to the first question which asked faculty to specify the most informative source through which they learned about ESOL requirements, 54% cited the faculty ESOL training orientation. Thirty percent indicated that a comprehensive faculty/staff ESOL handout written by the ESOL Coordinator and ESOL Task Force provided them with the needed information.

The responses to 12 Likert-scale items were very positive, as can be noted in Table 1. Feedback ranged from 95% of the faculty agreeing/strongly agreeing that they were aware of the existence of a faculty TESOL Website to 36% expressing that they agreed/strongly agreed that the orientation manual clarified/expedited training. This latter result was not surprising, given the question. The question, which was question No.12 of the survey, was directed specifically at faculty who completed the faculty ESOL training during Fall 2004 or after. Most faculty were trained during the mass initial faculty training sessions, which occurred prior to Fall 2004. Most respondents (59%) thus selected N/A for question 12. The relatively low positive response (41%) for question 13 can also be attributed to the smaller number of faculty to which it applied.

The latter portion of the survey consisted of three open-ended questions. The first question asked: "If it has been difficult for you to help your students satisfy the requirements to qualify for ESOL Endorsement, what specifically has been difficult and what can we do that will help you help your students?" Twenty-three percent indicated mixed messages about the numerous ESOL requirements and confusion among the students had been problematic. Difficulty in completing the TESOL Notebook was stated by 20% of the faculty. A concern, cited by 17%

Table 1 Percentage of Faculty Responses per Question on Faculty ESOL Survey

Question (n=54)	Strongly Agree/ Agree	Neutral	Disagree/ Strongly Disagree	N/A
2. I have a good understanding of the ESOL Endorsement requirements.	94%	4%	2%	
3. I am aware that there is a faculty TESOL Website.	95%		5%	
4. The faculty TESOL Website is informative.	76%	13%		9%
5. I am aware that there is a faculty ESOL handout.	89%		11%	
6. The faculty ESOL handout is informative.	82%	7%	2%	9%
7. My ESOL questions are answered promptly.	82%	6%		11%
8. Communication from the ESOL Coordinator has been helpful in my comprehension of the ESOL requirements.	83%	7%		7%
9. I feel comfortable advising my students about the ESOL Endorsement requirements.	75%	11%	14%	
10. I feel confident in my ability to design activities that address and assess my students' ability to meet the ESOL Standards assigned to my course.	85%	4%	4%	7%
11. I feel confident in my ability to recognize and evaluate students' use of ESOL strategies.	93%		4%	2%
12. As faculty who attended the ESOL training after Fall 2004, I found the training orientation to be very helpful and informative.	41%	4%		52%
13. As faculty who attended the ESOL training after Fall 2004, I found the training orientation manual to expedite and clarify my training.	36%	4%		59%

n = 54

Note: The percentages for some responses do not add up to 100% because the questions were not answered by all faculty.

of the respondents, that was discovered in field experiences (particularly during Internship II), was the lack of enough ESOL students with whom to place student teachers. A stipulation of the Consent Decree, interns during their second internship are to be observed and evaluated working with ESOL students, a condition that becomes problematic in the absence of ESOL students in the internship placement.

The range of responses was rather small in answer to the next open-ended question: "What has been the most helpful to you in satisfying our ESOL requirements?" Eighteen percent cited the assistance and ongoing communication from the ESOL Coordinator, while the faculty ESOL orientation/training and the faculty TESOL Website each brought in 15% of the votes. Thirteen percent of the respondents stated that handouts were valuable resources.

Finally, when asked to share any comments or concerns they had regarding the ESOL Endorsement Model, faculty were equally split (12% each) among each of the following three comments: (a) student complaints that ESOL material is not

covered in their courses, (b) the need to combine internship documents to reduce the number of documents requiring student teacher and university coordinator signatures, and (c) the difficulties students have in meeting TESOL Notebook requirements.

Student ESOL Survey Results

Students who were surveyed consisted solely of majors required to seek ESOL Endorsement: early childhood education, exceptional education, elementary education, and English language arts (6-12) education.

The first survey question asked students to indicate which of the following sources provided the best instruction concerning the ESOL requirements: (a) TSL 4080, (b) student TESOL Website, (c) student ESOL handout, (d) advisor, or (e) other. All groups of students identified TSL 4080 as their main source of ESOL information (see Table 2). Considering that TSL 4080, which all undergraduate education majors have to take, is where the Consent Decree, its stipulations, and the college of education's model for addressing the mandate are introduced and discussed in depth, this finding was anticipated.

Table 2 Percentage of Student Responses to Question 1 on Student ESOL Survey

Question 1: I learned about the ESOL Endorsement requirements best through:	TSL 4080	Student TESOL Website	ESOL Student Handout	Advisor	Other
Overall	48%	8%	9%	6%	28%
EDG 4323 (n=131)	47%	12%	9%	4%	29%
Internship I (n=26)	62%		15%	4%	19%
Internship II (n=56)	46%	4%	7%	13%	30%

The second question asked students to indicate along a scale of “very positive” to “very negative” their overall reaction to their ESOL Endorsement experience. As can be noted in Table 3, the perceptions of most of the students were either positive or positive with suggestions for modifications.

Table 3 Percentage of Student Responses to Question 2 on Student ESOL Survey

Question 2: My overall reaction to the ESOL Endorsement experience has been:	Very Positive	Positive, but I would suggest modifications	Neutral	Negative, but I understand the purpose and relevance of the requirement	Very Negative
Overall	19%	36%	27%	17%	2%
EDG 4323 (n=131)	18%	29%	35%	16%	2%
Internship I (n=26)	35%	35%	12%	19%	
Internship II (n=56)	13%	50%	16%	20%	2%

The Strongly Agree/Agree and Disagree/Strongly Disagree responses to Likert-scale questions 3-19 were collapsed in Table 4 to render the data less cumbersome. As can be noted in Table 4, student responses were generally positive. The lower or nonexistent percentages for questions dealing with Internship II that were found for EDG 4323 and Internship I respondents were to be expected, as these students were not yet in Internship II, which is where they would be given opportunities to put into practice ESOL strategies learned in their coursework and earlier field experiences. These students' responses overwhelmingly fell within the Neutral or N/A categories.

The areas where percentages tended to be the lowest, as reflected in Table 4, were the student TESOL Website, student ESOL handout, and directions for compiling the TESOL Notebook. For the most part, students seemed to be aware of the existence and availability of these resources, but the majority of students did not find them to be informative nor helpful. Ironically, these three comprehensive and detailed resources had been developed to enhance students' understanding of the ESOL Endorsement Infusion Model requirements and to delineate step-by-step procedures in their completion of the numerous components of the model. It is uncertain whether students opt not to carefully read these lengthy documents because of their hectic schedules and instead rely on others for advisement.

Table 4 Percentage of Student Responses by Class to Questions 3-19 on Student ESOL Survey

Question	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	N/A
3. I have a good understanding of the ESOL requirements.				
Overall	69%	16%	15%	1%
EDG 4323 (n=131)	63%	20%	16%	1%
Internship I (n=26)	81%	4%	16%	
Internship II (n=56)	75%	13%	12%	
4. I am aware that there is a student TESOL Website.				
Overall	66%	7%	25%	2%
EDG 4323 (n=131)	68%	5%	26%	2%
Internship I (n=26)	60%	4%	36%	
Internship II (n=56)	65%	13%	20%	4%
5. The student TESOL Website is informative and helpful.				
Overall	40%	27%	6%	27%
EDG 4323 (n=131)	44%	24%	6%	27%
Internship I (n=26)	32%	36%	4%	28%
Internship II (n=56)	36%	32%	8%	25%

6. I am aware that there is an ESOL handout for students.				
Overall	61%	10%	25%	4%
EDG 4323 (n=131)	63%	9%	24%	5%
Internship I (n=26)	64%	12%	20%	4%
Internship II (n=56)	58%	9%	31%	4%
7. The student ESOL handout is informative and helpful.				
Overall	50%	21%	6%	23%
EDG 4323 (n=131)	49%	21%	9%	22%
Internship I (n=26)	56%	24%	4%	16%
Internship II (n=56)	51%	19%	4%	28%
8. Professors' syllabi refer to the 25 ESOL Performance Standards.				
Overall	77%	13%	10%	1%
EDG 4323 (n=131)	83%	11%	6%	1%
Internship I (n=26)	68%	16%	16%	
Internship II (n=56)	64%	16%	21%	
9. Instructors' syllabi include assignments that address the ESOL Performance Standards.				
Overall	76%	11%	13%	
EDG 4323 (n=131)	87%	5%	9%	
Internship I (n=26)	64%	12%	24%	
Internship II (n=56)	61%	21%	18%	
10. Professors are helping me understand the ESOL Model requirements.				
Overall	61%	17%	22%	
EDG 4323 (n=131)	68%	16%	16%	
Internship I (n=26)	48%	20%	32%	
Internship II (n=56)	47%	20%	34%	
11. I am being taught how to apply ESOL strategies in teaching.				
Overall	82%	14%	5%	
EDG 4323 (n=131)	86%	9%	4%	
Internship I (n=26)	64%	32%	4%	
Internship II (n=56)	76%	16%	8%	
12. The directions for compiling the TESOL Notebook are clear.				
Overall	42%	24%	34%	1%
EDG 4323 (n=131)	50%	27%	22%	1%
Internship I (n=26)	44%	16%	30%	
Internship II (n=56)	23%	20%	57%	
13. Professors have been helpful in assisting me in compiling my TESOL Notebook.				
Overall	51%	23%	23%	3%
EDG 4323 (n=131)	58%	21%	18%	4%
Internship I (n=26)	40%	28%	32%	
Internship II (n=56)	41%	27%	32%	

14. I have had opportunities to work with ESOL students in field experiences (other than Internship II).				
Overall	72%	8%	15%	5%
EDG 4323 (n=131)	69%	9%	17%	6%
Internship I (n=26)	72%	4%	24%	
Internship II (n=56)	83%	9%	8%	2%
15. My Internship II provided me the opportunity to put into practice the ESOL strategies I learned in my coursework.				
Overall	24%	8%	3%	66%
EDG 4323 (n=131)	5%	6%	1%	88%
Internship I (n=26)		4%		96%
Internship II (n=56)	97%	13%	7%	2%
16. In Internship II, I felt prepared to address the needs of ESOL students.				
Overall	24%	8%	69%	
EDG 4323 (n=131)	2%	7%	92%	
Internship I (n=26)			100%	
Internship II (n=56)	82%	14%	4%	
17. My Internship II university coordinator worked with me in completing my TESOL Notebook.				
Overall	15%	11%	4%	69%
EDG 4323 (n=131)	2%	7%		91%
Internship I (n=26)				100%
Internship II (n=56)	76%	25%	18%	4%
18. My Internship II university coordinator worked with me in addressing the ESOL Performance Standards on the ESOL Performance Profile.				
Overall	81%	10%	4%	69%
EDG 4323 (n=131)	1%	7%		91%
Internship I (n=26)				100%
Internship II (n=56)	57%	21%	18%	4%
19. My experience in working with ESOL students during Internship II was positive.				
Overall	25%	8%		68%
EDG 4323 (n=131)	2%	8%		90%
Internship I (n=26)				100%
Internship II (n=56)	88%	11%		2%

The latter portion of the survey consisted of two open-ended questions. The first question asked: "If you could change one thing about your experience in meeting the ESOL Endorsement requirements, what would you change and how would you change it?" Most of the responses reflected the sentiment that all professors need to highlight ESOL information in their courses. A close second dealt with better communication of requirements concerning compilation of the TESOL Notebook and more faculty assistance with this task. Finally, students also re-

questioned that a concerted effort be made for field experience placement to include ESOL students to afford them additional practice to implement ESOL strategies learned in their coursework.

Discussion

As the ratings indicate, overall faculty reaction to the ESOL Endorsement Infusion Model was positive. Faculty expressed a good understanding of the ESOL requirements and cited the faculty ESOL training orientation, faculty/staff ESOL handout, and communication from the ESOL Coordinator as principle sources of this understanding. The majority of faculty also indicated that they felt confident in advising students and designing activities that would assess students' proficiency in addressing the needs of ESOL students.

Their responses to the open-ended questions reflected concern that students had received mixed messages about the ESOL requirements. Perhaps a portion of the confusion stemmed from some faculty's lack of clearly and accurately communicating ESOL expectations in course objectives and assignments? This speculation would be in line with the faculty comment that students state that ESOL material is not covered in their courses. Faculty also shared that discourse with students revealed that students often engaged in peer and/or self-advisement, a very risky practice given the copious and complex requirements of the ESOL model. An additional concern involved meeting the state requirement that Internship II students be placed in a setting with ESOL students. Given the large number of student teachers to be placed and the lack of enough classrooms consisting of ESOL students, the college of education and placement schools have had to be creative in satisfying this requirement. The State Department of Education has allowed flexibility in placement, stating that student teachers can spend part of their internship working with an ESOL teacher, dedicate two full weeks at another school with ESOL students, or pursue other viable alternatives.

Faculty and students both expressed a lack of understanding relating to the development of the TESOL Notebook and difficulty in completing it. Students were concerned that they did not receive enough faculty or university coordinator assistance in fulfilling this requirement. Internship II students expressed the greatest amount of misunderstanding, possibly due to the lack of clear instructions when they first received exposure to this requirement. Since then, the TESOL Notebook instructions have been significantly revised to enhance clarity of expectations and widely distributed to faculty and students.

Overall, student feedback, as that of faculty, was positive. Most students indicated a good understanding of the ESOL requirements, felt that professors'

syllabi referred to the ESOL Performance Standards and included ESOL-related assignments (even though this statement was contradicted in one of the open-ended questions), and believed they were being taught how to apply ESOL strategies in teaching. Responses from students in Internship II, where they have the opportunity to truly apply what they have learned in coursework, were rewarding. As noted in Table 4, 97% of the Internship II students felt that their internship provided them with this opportunity. In addition, 82% felt prepared to address the needs of ESOL students. Eighty-eight percent indicated that their experience working with ESOL students was positive. As indicated previously, their main concern—understanding and compilation of the TESOL Notebook—was shared by faculty. Student comments also reflected those made by faculty in reference to the difficulty in the placement of Internship II student teachers in classrooms containing ESOL students.

Conclusion

Since first receiving the mandate that ESOL training was to become a graduation requirement for its initial teacher certification programs, the [University's name] College of Education systematically readied itself to address this legislation. With guidance from ESOL-trained faculty at other Florida universities, mass training was immediately effected for all faculty teaching and/or supervising students qualifying for the ESOL Endorsement. This training continues for new hires and as a review for veteran faculty on a continuous basis via orientations held at the beginning of each semester and through on-line modules supported by DVD modules and a comprehensive training manual. A faculty TESOL Website, consisting of the online training modules and copious resources, was created and made available to all faculty. Courses were ESOL-infused, with careful consideration being made to ensure that ESOL course objectives were accompanied by course activities and assignments that measured students' attainment of those objectives. Syllabi for these ESOL-infused courses were added to the resources available to faculty on their TESOL Website.

As the college of education's ESOL model evolved, it became obvious that revisions in the procedures were in order to address the unique needs of the college of education's faculty and student population. The ESOL Coordinator and ESOL Task Force worked closely together to address these revisions, after which a comprehensive faculty and staff ESOL handout was created and liberally disseminated to faculty. Additional resources, such as a one-page *Cliff's Notes* orientation handout and a time-line specifying when ESOL requirements should be met, were developed, disseminated, and posted on the faculty TESOL Website.

A concerted effort has also been made by the ESOL Coordinator to work closely with department chairs in the notification of new faculty of their need to attend ESOL orientation training sessions. Department chairs are now making faculty lacking ESOL training accountable by tying their continued hire and annual evaluations to their completion of their ESOL professional development. These efforts, according to the positive results of this study, appear to have paid off.

Per State Department of Education legislation, 300 hours of ESOL training has become a graduation requirement for majors in the areas of early childhood education, exceptional education, elementary education, and English language arts education (grades 6-12). The [University's name] opted for an ESOL Endorsement Infusion Model consisting of the following components: (a) two stand-alone ESOL courses, (b) infusion of the 25 ESOL Performance Standards throughout all of the programs' curricula as documented by the TESOL Notebook, (c) and infusion of the standards in field experiences, particularly Internship II, as documented by the ESOL Performance Profile.

When procedural revisions were made to address problematic issues that arose due to the need for a model that uniquely addressed the faculty and student population of this university's college of education, a comprehensive student handout was created that consisted of all of the ESOL documents that students qualifying for the ESOL Endorsement would need to reference and complete. A student TESOL Website, consisting of the student ESOL handout, step-by-step directions for compiling the TESOL Notebook, the 25 ESOL Performance Standards, a myriad of ESOL resources, and an explanation of the evolution of the Consent Decree, was created as a one-stop source for all ESOL information relevant to students. These provisions seem to have made a difference, given the generally positive student survey responses.

The two main areas where improvements still need to be made, as indicated by both student and faculty comments, deal with the TESOL Notebook and placement of student teachers in ESOL-infused internships. With regards to the first problematic issue, efforts will continue to be made in the clarification of directions concerning the purpose and compilation of the notebook. Plans are currently being made to offer to students and any interested faculty workshops dedicated solely to detailing the function and development of the TESOL Notebook. The ESOL Coordinator and ESOL faculty will be available to provide advice and hands-on assistance in the proper completion of this requirement. Even though the notebook is introduced in TSL 4080, the vast amount of content covered in that course can be overwhelming. With the multitude of requirements entailed in that course, the actual details in constructing the notebook can easily get lost in the shuffle.

Workshops dedicated specifically to this very important component of the ESOL Endorsement Infusion Model should decrease student and faculty confusion about this requirement.

Given the large number (600) of student teachers that are placed in internships each semester, placement of them in ESOL-infused classrooms has been a monumental and troublesome task that has taxed the university's service area school districts. To address this situation, discussion has begun concerning the creation of an ESOL laboratory school on campus that will afford students pursuing the ESOL Endorsement the opportunity to interact with ESOL students on a regular basis. Although discourse about this endeavor is in the very preliminary stages, an on-campus ESOL center presents a very exciting prospect for all stakeholders. University students will have numerous opportunities to demonstrate their ability to put into practice what they learn in their coursework. ESOL students will benefit from instruction delivered by university students schooled in the most current and theoretically sound ESOL pedagogy. Such an initiative should also alleviate some of the placement problems that currently plague Internship II students.

In the years since the State Department of Education first legislated that colleges of education be responsible for the ESOL training of its graduates, several studies have been conducted during those years to assess student and faculty perceptions of the ESOL Endorsement Infusion Model as it has evolved (Verkler, 2003; Verkler, & Hutchinson, 2002, 2003). In line with the College's conceptual framework of the reflective practitioner, the ESOL Coordinator and ESOL Task Force have maintained the components of the model that have worked and revised those that have not. Espousing the value of lifelong learning, the [University's name] College of Education does not presume to rest on its laurels. Plans are being made to convert the faculty ESOL professional development DVD's to an online format, rendering easier access to faculty. In addition, a future longitudinal study is being designed to ascertain whether our graduates are indeed capable of addressing the unique needs of ESOL students once they have their own classes. In other words, has their teacher education program truly prepared them to apply what they learned as undergraduates? In the meantime, the overall positive perceptions of both students and faculty toward the [University's name] College of Education ESOL Endorsement Infusion Model serve as testimony to the success of an ESOL training model for colleges of education throughout the state and beyond.

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Appendix

Florida Performance Standards for Teachers of English for Speakers of Other Languages

The ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
4. Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account:
 - * Basic interpersonal communicative skills (BICS)
 - * Cognitive academic language proficiency skills (CALPS)
as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.
13. Evaluate, design, and employ instructional methods and techniques appropriate to learner's socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
19. Consider current trends and issues related to the testing of linguistic and culturally diverse

- students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.
 21. Use formal and alternative methods of assessments/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
 22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
 23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
 24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
 25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

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