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Conceptual Framework Overview

Historical Perspective

The University of Notre Dame and PK-12 Catholic Schools
The University of Notre Dame has a commitment to PK-12 Catholic education that began nearly eighty years before the inception of the Alliance for Catholic Education through a summer institute that invited women religious from orders throughout the United States to pursue their studies on campus. This program, founded in 1918, conferred 4,600 degrees on women religious by 1971. The sisters’ participation and presence created a mutual exchange of gift and opportunity for both the University—which was experiencing a decreased summer enrollment due to war and the Great Depression—and the orders called to serve the Church’s children through Catholic education as teachers and administrators in parochial schools.

When the University closed its Department of Education in the early 1970’s, President Reverend Theodore M. Hesburgh, C.S.C. was convinced the time would come when Notre Dame would become reinvested in the field of education, for the mission of education was an integral part of the life of the University and preparing future leaders in education was too great a service to abandon.

The 1990’s witnessed an unprecedented and growing awareness of the strengths of American Catholic schools. For example, Bryk, Lee, and Holland’s (1993) Catholic Schools and the Common Good, developed the case that Catholic high schools are more successful than public high schools because of their sense of community and academic focus. Despite population shifts and financial pressures, Catholic schools have made heroic efforts to stay open in inner cities and to serve mainly poor and minority students, many of them non-Catholic. Today, minorities and non-Catholics make up a higher percentage of Catholic school students than they did a decade ago (McDonald & Schultz, 2014). In fact, the average Catholic school educates a more racially diverse population than its public school counterpart. Moreover, many students who would be “disadvantaged” in public school environments thrive in Catholic schools.

At the same time, ironically, many leading Catholic educators recognize an impending crisis. The numbers of men and women choosing religious vocations, many of whom in the past served Catholic education as teachers and administrators, are diminishing. There is a very real need to attract and prepare talented and committed young people to teach and lead the roughly 6,600 Catholic schools (McDonald & Schultz, 2014) across the nation. Such preparation requires not only academic depth and excellence, but also understanding about how to foster community in schools, especially in ways that stimulate the intellectual and ethical development of students.

Subsequently, Notre Dame recommitted itself to playing a major role in the revitalization of America’s Catholic schools through the Alliance for Catholic Education (ACE). This commitment humbly stands on the shoulders of the thousands of vowed men and women who gained professional expertise at Notre Dame in the middle part of the last century to sustain and strengthen PK-12 Catholic education in the United States.
The Alliance for Catholic Education: Teaching Fellows

In 1993, under the direction of the Reverend Timothy R. Scully, C.S.C., and the Reverend Sean McGraw, C.S.C., the University of Notre Dame re-entered the field of education through the development of what is now known as the Alliance for Catholic Education (ACE) Teaching Fellows. ACE is an innovative and nationally recognized teacher preparation program that leads to a Master’s degree in Education (M.Ed.) and an initial teaching license. The Alliance for Catholic Education recruits, educates, places, and supports talented college graduates from fields such as arts and letters, engineering, business, and science to teach in approximately 100 under-privileged PK-12 Catholic schools in 14 states throughout the country. In its first 20 years, more than 1,500 teachers have been formed in ACE in the areas of elementary education, social studies, English, foreign language, math, and science.

Remick Leadership Program

In 2002, at the suggestion of many of the ACE (arch)diocesan superintendents, the University of Notre Dame established an administrative licensure program. The ACE Leadership Program was built on the competencies of the ACE M.Ed. and required participants to hold a Master’s degree. The leadership program prepares transformational school leaders who make God known, loved, and served by managing school resources, implementing rigorous academic programs, and building robust Catholic school communities. In the fall of 2007, the University of Notre Dame approved this 25-month, 44-credit hour program as a full Master of Arts in Educational Administration. In 2008, Mrs. Mary Ann Remick of Rochester, Minnesota, generously endowed the program and the program was renamed to honor her commitment to Catholic PK-12 Catholic school leadership—the Remick Leadership Program.

English as a New Language

In 2005, recognizing the need to better serve the growing number of culturally and linguistically diverse learners in Catholic schools, ACE established an 18-credit hour licensure preparation program for educators. ENL prepares teacher leaders to better serve the unique needs of English learners by focusing on three domains: developing an understanding of the process of language acquisition, employing research-based instructional strategies, and creating culturally sustaining classrooms. Through this program, as well as professional development offerings and resource development, ENL seeks to cultivate teacher leaders who educate and advocate for students whose primary language is not English. In 2015, thanks to a generous gift from Megan and Enrique Hernandez Jr., ENL candidates became known as Hernandez Fellows.

Program for Inclusive Education

To further support students with learning needs, ACE developed the Teaching Exceptional Children (TEC) certification program in 2009 to provide teachers support in instructing students with mild to moderate needs. The TEC program was responsive to meeting the needs of all students in Catholic schools and led to a license for teachers of students with Exceptional Needs: Mild Intervention. The first TEC cohort was welcomed in 2010. The program reopened as the Program for Inclusive Education (PIE) and welcomed the first cohort in the summer of 2017.
ACE Mission

The University of Notre Dame’s Alliance for Catholic Education (ACE) sustains and strengthens PK-12 Catholic education. Responding to the social teachings of the Church, ACE serves the common good by giving priority to under-resourced schools that serve needy, frequently minority, students and families.

At the heart of ACE are the recruitment, education, and formation of faith communities of talented and committed teachers and leaders to revitalize Catholic schools across the country. ACE also leads a growing national movement of colleges and universities in collaboration with (arch)diocesan school systems to serve PK-12 Catholic education by preparing teachers and principals and by developing research-based reform for Catholic schools—reform that addresses such established needs as renewing curriculum and pedagogy, strengthening the Catholic identity and mission of schools, and resolving deep financial challenges.

ACE Pillars

The conceptual framework of the ACE Teaching Fellows, Remick Leadership, the English as a New Language Program, and the Program for Inclusive Education is based on three pillars: I) Professional Preparation, II) Community, and III) Spirituality. ACE seeks to provide its candidates the preparation and formation to become professional educators, build loving communities, and live active, faithful lives.

**Pillar I—Professional Preparation as Educators:** High quality professional preparation provides the tools for effective education. From the outset, ACE has held the conviction that its teachers and leaders must be prepared for the challenges of instructing students in Catholic schools.

**Pillar II—Community:** Central to the mission of ACE is the belief that community living calls the candidates to a deeper understanding of service to God and to one another. Community life with fellow teachers and leaders and a larger community of support enables ACE educators to share the burdens and the joys of education with others.

**Pillar III—Spirituality:** As Catholic teachers and leaders and members of an intentional Christian community, ACE candidates are continually invited to a deeper identity with the primary model of the ACE program—Christ the Teacher. ACE educators are called to reflect upon and deepen their commitment to the ongoing development of their spiritual lives and their witness to others. The spiritual pillar of the ACE program motivates each ACE educator, as well as the program’s administration and faculty, to respond to the Church’s call to social justice, specifically the call to serve the poor and marginalized of our society. Lastly, the ACE program seeks to develop its candidates as genuine and effective role models of moral and ethical lives.

ACE seeks to form Catholic educators who integrate their personal, communal,
professional, and spiritual lives in their journey to answer the Holy Spirit’s call to serve. Based on the three pillars of ACE, all licensure programs provide:

- A standards-based professional education while teaching in Catholic schools,
- Participation in community as a foundational concept in education, and
- The development of spirituality and beliefs and an understanding of the importance of ethical development in children.

**ACE Root Beliefs**

The faculty serving the Alliance for Catholic Education possess a set of core beliefs. Many are beliefs that are shared with other educators, while few are more uniquely Catholic. These beliefs align to ACE’s three pillars and support the foundation and mission of the Alliance for Catholic Education.

1. ACE believes that growth as a professional educator requires rigorous study of research and contemporary practices, praxis to implement and refine learning through reflection and systematic evaluation, and commitment to life-long learning.

2. ACE believes that educators are called to serve the common good and should be prepared to meet academic, emotional, communal, and spiritual needs of students, working collaboratively with families and other professionals.

3. ACE believes that effective educators create an environment that meets the diverse needs because they understand that learning is a complex endeavor that occurs in a variety of ways.

4. ACE believes that a vibrant and healthy school community promotes shared responsibility of families, faculty, staff and administration in supporting students in their academic, emotional, communal, and spiritual development.

5. ACE believes that every child is made in the image and likeness of God and that Catholic schools have the important responsibility and unique capacity to contribute to student formation in meeting their diverse needs.¹

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¹ References


English as a New Language (ENL)

Programmatic Need for ENL Teachers in U.S. Catholic Schools

As ACE began placing more teachers in (arch)dioceses in the United States’ Southwest in 2003, it became evident they were encountering an increasing number of English language learners (ELLs). Additionally, ACE graduates and Remick leaders in schools across the country from Seattle to Minnesota, from Arizona to New York, were also noticing this trend.

Recent data on the growing presence of ELLs in the U.S. also demonstrate the compelling need for more teachers trained in ENL best practices.

- United State’s English language learning children represent the fastest growing student population in the nation. By 2025, one out of four students in America will be considered Limited English Proficient (LEP).

- ELLs are some of the most academically vulnerable students in schools, scoring significantly below their non-ELL peers on standardized tests. In 2011, the achievement gap between non-ELL and ELL students on the National Assessment of Educational Progress (NAEP) was 36 points at the 4th-grade level and 44 points at the 8th-grade level.

- “The achievement gap between ELLs and their non-ELL peers widens over time and could be exacerbated by teachers who do not know how to focus on and support ELLs in their oral and academic language development in the later grades.”

- “ELLs are two times more likely to drop out of school than their peers who are either native English speakers or former ELLs who have become fluent in the language—a trend that, if unabated, will have far-reaching negative consequences.”

- Teachers are underprepared to meet the unique academic needs of ELLs. Nationwide only 2.5% of teachers who instruct ELLs possess a degree in ESL or bilingual education. Only 84 percent of states offer ESL certification or

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1 Definition: English Language Learner (ELL)- A student whose English proficiency is not developed enough to profit fully from English instruction.


endorsement; only 50 percent offer bilingual/dual language certification or endorsement⁸.

- When teachers are trained in research-based practices all students, not just those who are learning English as an additional language benefit⁹.

**International Teachers**

The skills and pedagogy associated with teaching English language learners (ELLs) in the United States are also appropriate for teachers of English in other countries. In many countries, and for a great many children, English is a required second or even third language and is taught throughout the school experience. ENL provides research-based strategies for teaching English while participants take part in a rich cohort community experience with teachers from all parts of the United States. It is to be noted that International Teachers (residing outside of the United States), are exempt from the Pearson EL Test.

The advantages for teachers of English from other countries include:

- Learning and practicing innovative, research-based strategies in sheltered language instruction;
- Becoming members of the University of Notre Dame and the Alliance for Catholic Education family;
- Becoming members of a global community of English educators and a global community of Catholic educators;
- Studying in a cohort, teachers become a learning community—a community enriched by diversity in experience, ethnicity, and age;
- Returning to their respective schools as teacher leaders;
- Experiencing an exceptional, national faculty who become mentors and advocates for the candidates;
- Celebrating the universal Church.

**Assumptions**

The following reasons therefore, guided the University of Notre Dame in the development of a licensure program for the English as a New Language (ENL) program:

- Significant numbers of our ACE M.Ed. candidates teach in schools with English language learners;
- Graduates of our program have identified this area as an area of needed instruction;
- Catholic schools have few or limited professional development resources;


A significant number of U.S. (arch)dioceses have indicated need for professional
development for teachers;
International English teachers often need instruction in research-based
strategies;
Increasing ELL population, specifically Latino enrollment in Catholic schools;
ENL’s close work with ACE’s Catholic School Advantage (CSA) initiative and Holy
Cross schools internationally.

English as a New Language Belief

The English as a New Language (ENL) program believes that Catholic schools are enriched
and graced by culturally and linguistically diverse children.

English as a New Language Mission

The English as a New Language (ENL) program cultivates teacher leaders who work to
ensure that culturally and linguistically diverse children are thriving in Catholic schools.

Catholic School Advantage (CSA) Mission

In 2017, ENL became part of the larger Catholic School Advantage (CSA) initiative. This
alignment stemmed from a close and working relationship between the programs, similar
mission alignment, and a logistical move with a shared directorship. The mission of CSA is
as follows: The Catholic School Advantage is a national movement committed to promoting
the value and accessibility of a quality Catholic education among Church and school
leaders, educators, and families. The work of the CSA is committed to embracing the
universality of the Church by increasing Latino enrollment, educating culturally and
linguistically diverse children through excellent academic formation, and empowering all
Catholic school stakeholders through the celebration of faith, language, and culture.
Curriculum

The English as a New Language program has an advanced program license designation because it is designed for individuals who already hold an initial teaching license or an undergraduate degree. The coursework is at the graduate level. The requirements and curriculum are linked to Indiana Standards for Teachers of English Learners (2010) and TESOL standards (2019).

The ENL program is comprised of two groups of candidates: (1) teachers and principals in schools or classrooms with students for whom English is a new language; and (2) teachers and principals who are in schools, both in the U.S. and abroad, where the predominant language is not English or are in schools dedicated to a bilingual bicultural curriculum.

Prerequisite for Licensure

All candidates who intend to add an ENL certification to their teaching license must have completed a developmental psychology course at the level of their teaching license, (i.e., child development or adolescent development) and must have completed a course in educational psychology that includes knowledge of learning and assessment.

The English as a New Language program has been designed as a 12-month, 18-credit hour cohort model. The two summer courses must be taken prior to any other courses. However, candidates could elect to take the Internet courses over the course of two academic years, taking one course each semester. The course sequence has been designed as follows:

<table>
<thead>
<tr>
<th>SUMMER (6 credits)</th>
<th>FALL (6 credits)</th>
<th>SPRING (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 70100: Linguistics and Language Acquisition (3 credits)</td>
<td>EDU 70120: Cultural Influences on Children's Lives (3 credits)</td>
<td>EDU 75120: Practicum I-Application of Instructional Methods (3 credits)</td>
</tr>
<tr>
<td>EDU 70110: Foundations and Teaching Second Language Learners (3 credits)</td>
<td>EDU 70130: Designing Assessments for English Language Learners (3 credits)</td>
<td>EDU 75110: Practicum II-Collaboration and Professional Development (3 credits)</td>
</tr>
<tr>
<td></td>
<td>EDU 75112: Language Immersion in a Foreign Country (3 credits) ChACE only</td>
<td>EDU 75111: ENL Practical Training Experience (3 credits) ChACE only</td>
</tr>
</tbody>
</table>

Course Descriptions

The following are the course descriptions for the English as a New Language program.

EDU 70100: Linguistics and Language Acquisition (3 credits)
This course addresses linguistics, components of language, and the principles of first- and second- language acquisition. Content includes theory and evidence-based research of language acquisition and development, the purposes that language serves, and the key roles of oral, written, and nonverbal communication in literacy development in the context of elementary, middle, and secondary levels. (Summer)
EDU 70110: Foundations and Teaching Second Language Learners (3 credits)
This course addresses the foundational principles of English learner instruction and language acquisition as applied to EL instruction and assessment. Content includes the integration of social, cultural, psychological, and pedagogical influences; historical and legal background of second language instruction; literacy, writing, and oral language development; and multicultural literature in the context of elementary, middle, and secondary levels. (Summer)

EDU 70120: Cultural Influences on Children’s Lives (3 credits)
This course addresses culture as a dynamic, interactional, and emergent phenomenon, and how it relates to English language learner instruction in a practicum setting. Content includes the influence of culture on cognition, performance, adjustment; sociocultural values and characteristics of diverse groups; responsiveness to culture; and the impact of these competencies on teachers, students, and the learning environment in the context of elementary, middle, and secondary levels. (Fall/Spring Internet)

EDU 70130: Designing Assessments for English Language Learners (3 credits)
This course addresses research-based concepts and issues related to the equitable and appropriate language and content assessment of English learners in a practicum setting. Content includes the use, development, and modifications of formative and summative assessments; the role of language proficiency instruments to inform instruction and placement; and various issues of assessment that affect English language learners in the context of elementary, middle, and secondary levels. (Fall/Spring Internet)

EDU 75120: ELL Practicum I—Application of Instructional Methods (3 credits)
This course addresses effective English learner achievement through the implementation of evidence-based instructional practices in a practicum setting. Content includes language and content development; data-driven instructional decision making; technology-based, culturally representative, and developmentally appropriate resource implementation in the context of elementary, middle, and secondary levels. (Spring Internet)

EDU 75110: ELL Practicum II—Collaboration and Professional Development (3 credits)
This course addresses personal professional growth, collaboration, and professional leadership to advocate for English learners in a practicum setting. Content includes policy and research related to the field, ongoing evaluation and reflection to inform practice, and collegial provision of knowledge and resources in the context of elementary, middle, and secondary levels. (Fall/Spring Internet)

EDU 75111: ENL Practical Training Experience (3 credits)
This course addresses the complexity of teaching English in a non-English speaking school. Content includes implementing pedagogical skills in an English as foreign language practicum setting in the context of elementary, middle, and secondary levels. Grading: S/U (Fall/Spring Internet)
EDU 75112: Language Immersion in a Foreign Country (3 credits)
This course addresses the cultural, linguistic, and pedagogical experiences of language immersion in a foreign country. Candidates are housed with host families and are enrolled in language instruction commensurate to placement. Grading: S/U (Fall/Spring Internet)

Purposes of the ENL Program

The English as a New Language program was established to serve multiple purposes. The following are the primary purposes:

- To provide Catholic school teachers and school leaders with the knowledge, skills, and understandings for teaching English language learners in either an English immersion setting or in a bilingual, bicultural setting.
- To provide ACE graduates with the intention of teaching in foreign countries the knowledge, skills, and understandings for teaching ELLs.
- To provide Catholic schools with growing ELL enrollment a low-cost and high-quality option to train teachers to adequately serve these children.
- To support international teachers of English in their knowledge, skills, and understanding of teaching English as a foreign language.
- To ensure that teachers understand the process of language acquisition, employ research-based instructional strategies, and create culturally responsive classrooms.
- To serve as the leading provider of exceptional EL services and teacher training in Catholic schools.

Processes of the ENL Program

Candidates of the ENL program must complete the following series of processes in order to be admitted to the Alliance for Catholic Education.

- Candidates exhibit academic fitness, a commitment to serving ELLs, and leadership potential.
- Candidates secure a teaching placement in a school setting with an ELL population.
- Candidates spend two weeks on Notre Dame’s campus engaged in intensive coursework during the summer where they are welcomed and integrated into the ACE community of learners.
- Candidates teach for a minimum of two semesters during which time they complete practicum requirements and Internet coursework following the summer programming. Candidates typically opt to complete these requirements in two semesters; however, they have the option of taking one course each semester and completing the program in four semesters (see above).

Outcomes of the ENL Program

Candidates of the ENL program have the following outcomes as a result of programming:

- Candidates complete their courses with high proficiency, earning a required overall minimum grade point average of 3.0 (Assessment: Transcript review).
- Candidates become competent teachers of English language learners (Assessment: Course and practicum products; evaluations by school administrator).
● Candidates function effectively in their cohort and school communities, and positively impact the way in which their school community embraces English language learners and their families (Assessment: Course and practicum products; evaluation by school administrator).

● Candidates complete the licensure test associated with teachers of English learners, IN019 Indiana English Learners, administered by Pearson, and submit the results to the University of Notre Dame.

● Candidates complete regular self-evaluations throughout the program. School administrators also complete regular evaluations of the candidate’s progress.

Clinical and Field-Based Experiences

All candidates must secure a teaching placement with ELLs as a condition of acceptance. Recommendation from the school or agency administrator to participate in the program is required. Criteria for placements include:

- A school in the United States or abroad, or a teacher of English in an international setting;
- A population with English language learners; and
- The willingness of a school administrator to complete evaluation of practicum.

During the two semesters of practicum, the candidates will complete products appropriate to the ENL standards that will demonstrate effective pedagogy in teaching ELLs. Effective pedagogy will be measured not only by the EL Standards, but also by the Standards of Effective Pedagogy developed by the Center for Research on Education, Diversity and Excellence (CREDE)—standards used by the U.S. Department of Education’s Office of English Language Acquisition.
English Learners (EL) Educator Standards

The Indiana Department of Education (IDoE) developed the following English Learner (EL) Educator Standards in December of 2010. All programming has been aligned to the following standards:

**Standard 1: Linguistics**

Teachers of English Learners (EL) have a broad and comprehensive understanding of the components of language as applied to EL instruction, including:

1.1 elements of English phonology and similarities and differences between the English sound system and that of other languages
1.2 elements of English morphology and similarities and differences between English word structure and that of other languages
1.3 elements of English syntax and similarities and differences between English phrase and sentence structure and that of other languages
1.4 elements of English semantics and similarities and differences between English word and sentence meaning and that of other languages
1.5 elements of English pragmatics and similarities and differences between conventions of informal and formal language functions in English and in other languages
1.6 elements of spoken and written English discourse and similarities and differences between English and other languages with respect to the rhetorical patterns and discourse features of various genres
1.7 the nature of language variation in English, such as regional dialect (a language variety spoken in a particular geographic area) and register (a language variety used by a particular group of people who share the same occupation or interests)
1.8 explicit strategies for helping English Learners develop proficiency in challenging aspects of English phonology, morphology, syntax, semantics, pragmatics, discourse, and language variation and for providing students with evidence-based models of spoken and written English

**Standard 2: Language Acquisition and Development**

Teachers of English Learners (EL) have a broad and comprehensive understanding of principles of first- and second-language acquisition and development as applied to EL instruction and assessment, including:

2.1 theories and evidence-based research in first- and second-language acquisition
2.2 theories and evidence-based research in first- and second-language literacy development, including the influence of students’ primary-language literacy skills and English oral language proficiency on their English literacy development in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension
2.3 processes and stages in second-language acquisition, such as differences between social and academic language development and characteristics and patterns of growth within and across the levels of English language proficiency as described in Indiana’s English Language Proficiency Standards
2.4 the influence on second-language acquisition and literacy development of linguistic variables, such as cognates and language transfer; individual variables, such as age and motivation; and sociopolitical variables, such as U.S. immigration patterns and differential status of English and the primary language
**Standard 3: Culture**

Teachers of English Learners (EL) have a broad and comprehensive understanding of the nature and impact of culture as applied to EL instruction, including:

3.1 major concepts about culture, such as acculturation and biculturalism

3.2 aspects of deep culture, such as values, beliefs, and patterns of communication, and the effects of cross-cultural differences on student learning

3.3 sociocultural variables, such as culture shock and cultural identity, that can influence student learning

3.4 characteristics and contributions of diverse cultural groups in Indiana and the United States and the effects on student learning, such as cultural conflict and stereotyping, of diversity within the English Learner population

3.5 culturally respectful strategies for communicating with students’ families and building partnerships with families in order to promote family participation in students' education

3.6 the importance of recognizing the degree to which a teacher’s own cultural identity and biases may influence EL teaching and assessment practices

3.7 the role of culture in the classroom and school and strategies for facilitating and bridging students’ transition between the home and school cultures and for developing students’ positive bilingual/bicultural identity

3.8 strategies for designing and delivering a culturally competent curriculum and instruction that makes use of students’ cultural funds of knowledge as valuable resources for learning and promotes cross-cultural appreciation and communication in an inclusive classroom environment

3.9 culturally appropriate strategies for addressing the unique experiences and academic, social, and emotional needs of refugees and other English Learners who have endured trauma in their lives

**Standard 4: Principles of English Learner (EL) Instruction**

Teachers of English Learners (EL) have a broad and comprehensive understanding of effective approaches and evidence-based EL instructional practices, including:

4.1 effective program models for English Learners, such as Indiana's Response to Instruction (RtI) model, sheltered instruction, differentiated instruction, inclusion, and primary-language support

4.2 effective teacher-to-student communication practices, such as providing comprehensible input, providing appropriate feedback, and setting age- and grade-appropriate and developmentally appropriate expectations

4.3 strategies for creating a supportive, student-centered classroom environment that promotes student inquiry, interaction, and collaboration through flexible, data-driven grouping practices in order to facilitate social and academic language development

4.4 evidence-based strategies for using formal and informal student data to plan appropriate language and content instruction for English Learners that is based on Indiana’s English Language Proficiency Standards, Indiana Academic Standards, and Common Core State Standards for English Language Arts

4.5 evidence-based strategies for providing students with meaningful, authentic instruction that scaffolds learning and integrates subject-matter and language-learning objectives

4.6 characteristics and needs of English Learners with interrupted formal schooling.
disabilities, and/or high ability and strategies for differentiating instruction for individual students based on assessment of their language proficiency and prior knowledge.

4.7 evidence-based strategies for promoting students' development of effective oral language, literacy, and academic-learning skills and strategies, such as using higher level thinking skills and metacognitive strategies.

**Standard 5: Standards-Based Instruction for English Learners**

Teachers of English Learners (EL) have a broad and comprehensive understanding of how to promote English Learners' achievement of English language proficiency standards and academic content standards through data-driven instructional decision making, including:

5.1 strategies for integrating the domains of listening, speaking, reading, writing, and comprehension to promote students' social and academic language and literacy development and content learning

5.2 the importance of using scientifically based reading research (SBRR) methods for developing students' beginning literacy skills in English, including phonemic awareness, phonics, fluency, vocabulary, and comprehension

5.3 SBRR methods for developing students' reading comprehension skills and strategies for a variety of social and academic purposes

5.4 evidence-based methods for developing students’ oral and written literary response and analysis skills and strategies for a variety of social and academic purposes

5.5 evidence-based methods for developing students' understanding of and ability to use the writing process for a variety of social and academic purposes

5.6 evidence-based methods for developing students’ ability to write for a variety of social and academic purposes and audiences using different genres and styles

5.7 evidence-based methods for developing students' understanding of and ability to use standard English language conventions in speaking and writing for a variety of social and academic purposes

5.8 evidence-based methods for developing students' listening and speaking skills and strategies for a variety of social and academic purposes

5.9 evidence-based methods for developing students' content-area knowledge and academic literacy skills and learning strategies at each student's level of English proficiency

**Standard 6: English Learner (EL) Instructional Resources**

Teachers of English Learners (EL) have a broad and comprehensive understanding of technology-based, culturally representative, and developmentally appropriate resource implementation in EL instruction and assessment, including:

6.1 the importance of and strategies for using culturally representative, age-appropriate, and linguistically accessible materials with English Learners

6.2 strategies for selecting, adapting, and designing instructional materials, such as content-area texts and primary-language materials that support cross-linguistic transfer, for use with English Learners

6.3 strategies for using and enabling students to use a variety of resources, such as print materials, realia, and evidence-based digital content, for language and content teaching and learning.
6.4 principles of ethical and responsible use of technological resources in EL instruction, such as appropriate documentation of sources and respect for others in the use of information

6.5 strategies for using technological resources to advance student learning, creativity, and innovation and to enhance teachers’ professional productivity and growth

**Standard 7: Assessment of English Learners**

Teachers of English Learners (EL) have a broad and comprehensive understanding of concepts and issues related to the equitable and appropriate language and content assessment of English Learners, including:

7.1 types of formative and summative assessments and progress monitoring tools used with English Learners

7.2 goals and purposes of assessment aligned to core instruction in EL programs and classrooms

7.3 national and state requirements for the standardized assessment of English Learners and appropriate testing accommodations for English Learners as outlined in an Individual Learning Plan (ILP)

7.4 challenges associated with assessing English Learners, such as the identification of students with disabilities and/or high ability

7.5 the importance of and strategies for aligning assessment with instruction for English Learners and how to interpret the results of assessments to inform instruction

7.6 procedures for using standardized assessments, such as state-adopted English language proficiency tests and academic achievement tests, appropriately, with fidelity, and fairly with English Learners

7.7 procedures for selecting, developing, adapting, and using appropriate classroom-based assessments to assess and grade students’ language skills and content learning based on Indiana’s English Language Proficiency Standards and as outlined in an ILP

**Standard 8: Professional Knowledge and Growth**

Teachers of English Learners (EL) have a broad and comprehensive understanding of policy and research that has shaped the field and apply and expand this knowledge to their personal professional growth, including:

8.1 effects of key legislation and landmark court cases on programs for English Learners

8.2 current trends and issues in the field of EL and the importance of and strategies for drawing on current evidence-based theory and research to inform instructional practice

8.3 federal and state program policies and requirements and student learning standards as they apply to English Learners

8.4 the importance of and strategies for engaging in ongoing reflection and classroom evaluation to inform instructional practice

8.5 the importance of membership in and contribution to professional learning communities; networking with other EL professionals; and accessing the resources of national, state, and local EL organizations for professional growth

**Standard 9: Collaboration and Advocacy**

Teachers of English Learners (EL) have a broad and comprehensive understanding of how to exercise professional leadership in the school community by collaborating
and sharing expertise with colleagues as well as advocating for English Learners and their families, including:

9.1 effective collaborative teaching models and the importance of and strategies for establishing collaborative relationships with other educational staff in order to provide appropriate, comprehensive, and challenging educational opportunities for English Learners

9.2 strategies for collaborating with certified and classified personnel to identify learning goals, establish an instructional program, and plan standards-based instruction for English Learners as outlined in a student's Individual Learning Plan (ILP)

9.3 strategies for working with general and specialist school staff to design and adapt classroom tests and alternative assessment measures for English Learners

9.4 strategies for building the capacity of colleagues by sharing and modeling effective EL techniques and resources

9.5 strategies for promoting acceptance and understanding of cultural and linguistic diversity in the school community

9.6 the importance of and strategies for advocating for English Learners’ full, equitable access to school resources and serving as a resource and advocate for English Learners and their families by providing them with information and support as well as helping them make decisions and develop self-sufficiency in the school community

9.7 strategies for facilitating cooperation among EL professionals, English Learners and their families, administrators, community members, and policy makers to support student learning

Coursework and clinical experiences have been aligned to the Indiana Department of Education English Learners Educator Standards. The following matrix outlines this alignment.
## Standard Alignment

<table>
<thead>
<tr>
<th>Indiana Content Standards: English Learners</th>
<th>English as a New Language (ENL) Content Specific Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 70100 Linguistics and Language Acquisition (3 cr.)</td>
<td>EDU 70110 Teaching Second Language Learners (3 cr.)</td>
</tr>
<tr>
<td>EDU 70120 Cultural Influences in Children’s Lives (3 cr.)</td>
<td>EDU 70130 Designing Assessments for English Language Learners (3 cr.)</td>
</tr>
<tr>
<td>EDU 75120 ENL Practicum I: Application of Instructional Methods (3 cr.)</td>
<td>EDU 75110 ENL Practicum II: Collaboration and Professional Development (3 cr.)</td>
</tr>
<tr>
<td>EDU 75111 Language Immersion in a Foreign Country (3 cr.)</td>
<td>EDU 75112</td>
</tr>
</tbody>
</table>

### Coding:
(A) Assessed, (X) Addressed, but not Assessed. Note: Micro-level documentation provided on the pages that follow.

<table>
<thead>
<tr>
<th>1. Linguistics</th>
<th>A</th>
<th>X</th>
<th>A</th>
<th>X</th>
<th>X</th>
</tr>
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<tbody>
<tr>
<td>2. Language Acquisition and Development</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>X</td>
</tr>
<tr>
<td>3. Culture</td>
<td>X</td>
<td>A</td>
<td>A</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Principles of English Learner (EL) Instruction</td>
<td>X</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>X</td>
</tr>
<tr>
<td>5. Standards-Based Instruction for English Learners</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>X</td>
</tr>
<tr>
<td>6. English Learner (EL) Instructional Resources</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<td>7. Assessment of English Learners</td>
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<td>8. Professional Knowledge and Growth</td>
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</tr>
<tr>
<td>9. Collaboration and Advocacy</td>
<td>X</td>
<td>A</td>
<td>X</td>
<td>A</td>
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</tr>
</tbody>
</table>
ENL Program Policies

Admission

All candidates for the ENL program have achieved a minimum of a 3.0 GPA as an undergraduate or graduate student. Regular transcript evaluation by the program director will continue to ensure that they maintain a high level of academic and professional competence. If a candidate does not possess a 3.0 undergraduate or graduate GPA, admission will be determined at the discretion of the program director, and the candidate may be placed on academic probation.

In addition, all candidates must be teaching in approved program settings while completing the coursework or have approved alternative settings. The relevance of the coursework will be immediate, and the assignments will be based on their classroom and school-based experiences.

To be admitted and eligible for a license as a teacher of English Learners (EL):
- Applicants must have at least a 3.0 GPA in their undergraduate or graduate studies (transcript required).
- Applicants intending to pursue additional certification must hold an initial teaching license (copy required).
- Applicants must hold a placement as a teacher in one of the two above-mentioned settings because of practicum requirements. Such placements must be secured and confirmed prior to admission to the program (verification required – description on application).
- Applicants must have the recommendation of a school administrator (Principal Recommendation Form).

ENL Timeline and Logistics

The English as a New Language program has the following timeline and logistical requirements.

Applications will be accepted on a continuous basis. The initial review of applications will begin by March 31st. Applicants will also be required to complete an application for summer session and additional University forms. Deadlines will be communicated.

The fifteen-day summer session begins at noon on a Thursday, and concludes with the ACE Missioning Mass on Thursday, two weeks later. The session includes an orientation to the program; a computer orientation to Sakai, Google, and APA; a seminar on the intersection of immigration and Catholic social teaching, several community and spirituality events, and ten three-and-a-half-hour class sessions for each of the two summer courses. The other four courses are Internet courses.
Policy Statement on Graduate Transfer Credit

A candidate in the ACE Teaching Fellows M.Ed., Remick Leadership M.A., ENL, or PIE program may request credit from a previous graduate course. Such course may be substituted for a required course in the curriculum under the following circumstances:

1. The request must be initiated one semester or term prior to the scheduled course in the curriculum;
2. The request must be in writing or email to the ENL Director;
3. The candidate must have proof of course credits (transcript) from an accredited university in the same amount as the required ND course; and
4. The candidate must have either the official course description and/or a copy of the syllabus.

The academic directors of the M.Ed., M.A., ENL or PIE programs reserve the right to approve or disapprove the petition for graduate transfer credit. Should the Director approve the substitution of the course, the candidate must provide the required documentation to Dr. Christie Bonfiglio, Director of Professional Standards and Graduate Studies, who will then process the transfer credit into the graduate program. The Notre Dame Graduate School limits the number of graduate transfer credits to six in any masters program.

Assessment of Student Progress

All students should receive written feedback annually. This may come from the adviser, the area coordinator (or faculty member responsible for the area in which the student is working), or the director of graduate studies.

If an adviser has serious concerns about a student’s academic performance or progress to degree, he or she should communicate this to the student in written form. This should be copied or forwarded to the director of graduate studies. If the adviser’s recommendation calls into question the student’s suitability for the program, the director of graduate studies will issue a warning letter to the student that specifies the concerns and the steps necessary to correct the situation, as well as the consequences of continued substandard academic performance. If the student’s adviser happens to be the director of graduate studies, the chair of the department will initiate this letter. The warning letter should specify a specific date when the student’s progress will be re-evaluated. A copy of the warning letter should be sent to the associate dean of students in the Graduate School.

If the student does not meet the stipulations outlined in the warning letter within the timeframe specified, the student will be either put on probation or dismissed from his or her program of study. See section 5.6 Graduate Student Status Designations for additional details.

Candidates also have the option of taking only one course each fall and spring.
Plagiarism and Academic Fraud

Incorrect or insufficient citing of sources can result in plagiarism. Plagiarism is presenting information as original when, in fact, it was obtained from another source. Plagiarism is a serious academic offense with serious consequences. It should never be done deliberately. Vigilance regarding the use of correct citations is crucial for all students of the University of Notre Dame.

The Internet has made it possible to find completed papers previously written on a topic that may fit an assignment. It is important to remember that everyone has access to these papers, including professors. Using previously written material as though it was your own is academic fraud and subject to serious consequences. Using any part of these papers without proper citation is plagiarism. The Notre Dame Academic Code of Honor Handbook details these matters.

Retention

Retention in the English as a New Language program requires the following and failure to achieve the following will result in program dismissal.

- Candidates are expected to maintain a 3.0 GPA throughout the course of study.
- Candidates are expected to earn grades at B or above. Two grades below this requirement during programming will result in academic probation or program dismissal.
- Candidates are expected to receive positive performance and dispositional evaluations from their school evaluator and the university supervisor.

Any concerns that arise regarding retention will be communicated through the following communication line: email, phone call, and a final letter.

Exit Evaluation

Upon ENL program completion, candidates are evaluated to ensure recommendation for licensure. The following will be submitted as evidence of competence and completion:

- Performance and dispositional evaluations from the candidate and university faculty are completed at the end of the fall and spring practicums, and are used for recommendation for licensure. Evaluation requests will also be sent to principals. Evaluations include observational checklists aligned with the standards with a format similar to forms used in our other accredited programs for teachers and administrators.
- GPA is reviewed to ensure the minimum 3.0 for licensure recommendation.
- Completion of the Pearson content exam, Teachers of English Learners (019).
Course and Program Withdrawal

Course Withdrawal

To drop a course up to the mid-semester point (see the Graduate School calendar for the exact date), candidates must have the approval of the program director and will incur prorated tuition costs. A course may be dropped after the mid-semester point, but full tuition will be charged unless the candidate has experienced a serious physical or mental illness. Courses dropped after the mid-semester period will be posted on the permanent record with the grade of W.

Program Withdrawal

To withdraw from the University before the end of the semester, candidates must inform the department and the Graduate School, as well as complete the notice of withdraw. (See http://registrar.nd.edu/Separation_Form/form.html/). Upon approval of withdrawal, the University enters a grade of W for each registered course. Candidates withdrawing from the University without following the procedures described above will receive a grade of F for each course. Credit for any course or examination is forfeited when candidates interrupt a program of study for five years or more. The University reserves the right to require the withdrawal of any candidate when academic performance, health status, or general conduct may be judged clearly detrimental to the best interests of either the candidate or the University community. The Office of Student Accounts, in conjunction with University protocol, will determine tuition owed.

Incomplete Coursework

In accordance with the Graduate School Policy issued on July 2, 2012, candidates should complete the work of graduate courses at the 60000-90000 level during the regular academic term in which they are taken. This expectation of candidates should also guide faculty members who teach graduate courses. That is, faculty are obligated to evaluate graduate work by the end of the term in which the course is offered. A grade of “Incomplete” (I) should be given only in exceptional circumstances when there are compelling reasons. Candidates have 30 days from grading deadlines (for the semester in which the Incomplete was given) to complete the coursework to replace the Incomplete. If the coursework is not completed by this date, the grade of I will be changed permanently to a grade of F. Extensions for Incompletes require formal approval from the associate dean of students in the Graduate School. This is the baseline expectation of the Graduate School.

Use of Electronic Devices

Candidates are welcome to bring personal laptop computers, iPads, and phones to campus to assist with their coursework. Classroom use of electronic devices is limited to requests from the faculty member for their use in class.

- Cell phone use is prohibited during class time unless specified by the professor.
- Electronic readers are to be used for accessing course materials only for the class at hand and only at the request of the faculty member.
● Email, even if available on a device such as an iPad, is not to be accessed during any class at any time.

Individual faculty members are free to exercise their own discretion on an ad hoc basis for the regular or occasional use of laptop or notebook computers in a particular class in response to candidate needs or class requirements.

Complaint Procedure

In keeping with the Catholic Church’s teaching on subsidiarity, it is always most appropriate for candidates to talk to the person with whom there is a conflict. If the issue is with a faculty member, the licensure director, etc., it is best if the candidate speaks directly with him or her about the issue. If there is no resolution to the issue with the primary person involved, candidates should approach the director of the academic program and ask for mediation of the situation. If a mutually acceptable conclusion has not been reached in a reasonable amount of time, it is then appropriate for the candidate to file a formal written complaint with the Complaint Review Processor. All information is confidential. Complaints will be addressed by the Complaint Review Processor in coordination with the Coordinator of Academic Programs. Responses to complaints will be initiated within two weeks of receipt of the formal complaint and completed in a timely manner.

To file a complaint for ENL:
Nancy Masters
Alliance for Catholic Education
University of Notre Dame
574-631-8147
nmasters@nd.edu

Dismissal and Appeals Processes from the ENL Program

Candidates in the ENL program will be dismissed from the program due to any of the following:
- GPA below 3.0 for two consecutive grading periods;
- Inability to complete an approved practicum with English language learners;
- Engaging in conduct that is unlawful, displays continual or serious disrespect or disregard for the Catholic character of the University, or causes notorious public scandal;
- Committing a material or repeated violation(s) of University policy, including those policies described in *du Lac*; or
- Engaging in conduct that constitutes moral turpitude or breaches the high moral and ethical standard applicable to the participant as a leader of students and role model.

Candidates dismissed from the ENL program are invited to appeal in writing to the ENL Director. An appeals committee, made up of the faculty, reviews the written appeal. The
appeals committee shall issue a final written decision on the appeal based on a majority vote of the committee.

**Licensure**

The English as a New Language program has an advanced program licensure designation and therefore, a current teaching license is required to obtain this additional Indiana licensure. Please note that educators who wish to obtain the content and pedagogical knowledge without seeking this addition may do so.

All candidates who intend to add an ESL or ELL license to an existing license must have met the following requirements:

- Completion and transcript evidence of both a developmental psychology course (child or adolescence at the level of their teaching license) and an educational psychology course including knowledge of learning and assessment;
- Successful completion of all requirements for the English as a New Language program (ie. Coursework, performance evaluations);
- Successful completion of the Pearson content exam, Teachers of English Learners (019).

Candidates who hold a valid teaching certification are eligible for an Indiana license through the Indiana Department of Education. This license is reciprocal in most states, so candidates would have the option of adding it to an existing license. Please know that every state has different requirements and the state department of said state will provide clarification. Information is available upon request from Nancy Masters, Associate Director of Licensing for the Alliance for Catholic Education, at nmasters@nd.edu.

**Loan Deferment and Lifetime Learning Tax Credit**

**Loan Deferment**

Loan deferment is only offered to candidates who enroll for six (6) credits per term. A list of those enrolled in the ENL program is sent to the Registrar each term. Those wishing loan deferment during the ENL Program must obtain a deferral form from their lender and submit it to the Registrar’s office. To reach the Registrar’s office, candidates may call (574) 631-5347, or (574) 631-6997. Candidates seeking deferments should alert the Registrar’s office to the fact that they are in the ACE-ENL program, as typically Notre Dame students in non-degree programs do not qualify for loan deferment. However, because the ACE-ENL program is a teacher certification program, candidates in the program qualify for loan deferment.

**Lifetime Learning Tax Credit**

The following is for informational purposes only.

The ACE program is unable to provide assistance or advice regarding taxes. A credit is subtracted directly from one's federal income tax on a dollar-for-dollar basis. The Lifetime Learning Credit is available for any postsecondary education, including graduate and
professional school. The credit currently equals 20% of the first $10,000 of qualified expenses, for a maximum of $2,000.

Claiming this tax relief for education expenses requires more than simply filling a Form 1040 EZ. Candidates eligible for the education tax credits, will need to fill out a Form 1040, or 1040A and attach form 8863. Candidates eligible for the qualified student loan interest deduction must file a Form 1040 or 1040A.

The education credit is designed to reduce taxes based only on tuition and related expenses required for enrollment at an eligible educational institution and not on books, room and board, student activities, equipment, or transportation. The IRS has extensive information about the education credits and student loan interest deductions at http://www.irs.gov/publications/p970/index.html.

**ENL Director and Program Coordinators**

Katy Lichon: kwalter5@nd.edu

Jennifer Dees: jreed3@nd.edu

Clare Roach: croach1@nd.edu

Itzxul Moreno: imoreno@nd.edu
ENL Program Evaluation

ENL Program Assessment

The English as a New Language (ENL) program is evaluated via multiple measures. The following criteria are examined and reported to both the ACE Leadership Team and to the ACE Advisory Board.

- **Admissions Data:** Examination of aggregate candidate data from applications, admissions, and completions.
- **Community Pillar of ACE:** Responses by candidates on the cohort model and by school administrators on the candidate’s ability to form and honor community with English language learners (ELLs) and their families.
- **Spirituality Pillar of ACE:** Commitment of candidates to remain in Catholic schools.
- **Finances and Fee Schedule:** Review of sliding scale for clarity, fairness, and ability to offset costs.
- **Faculty:** Recruitment of knowledgeable faculty; observations of faculty; review of syllabi; candidate evaluations.
- **Curriculum:** Alignment of curriculum to both the IDoE Standards and to the TESOL Standards.
- **External Relationships:** Analysis of cooperation of the Catholic schools where the candidates teach and foreign schools where teachers complete their practicum.
- **Graduates:** Evaluations by graduates of the program, as well as tracking of graduates to determine if they remain in positions where training is utilized.

The program assessment is conducted in the following ways:

- The ENL Director monitors all course syllabi to assure consistency of the expectations and the pillars of the program and with the standards on which the curriculum is based.
- Faculty of the program develop, monitor, advise, and evaluate curriculum and program assessment products and processes.
- Candidates evaluate the program, particularly with respect to the extent the program has prepared them to teach the children they find in their school settings.
- Candidates participate in a pre and post program survey.

Data sources for program assessment include:

- Databases on applicants, participants, and graduates
- Surveys of candidates, graduates, and school administrators
- Financial data
- Faculty interviews, faculty observations, candidate evaluations of faculty
- External review of curriculum
- Syllabi

ENL Candidate Assessment

The following assessment data are used for evaluation of program completion:
Integral to the ENL program is the ongoing assessment of candidate performance and dispositions. In addition to a minimal GPA of 3.0, candidate performance is assessed through products directly related to the ENL standards. Key assessments will indicate proficiency in these areas.

- Comprehensive case study throughout their participation in the program
- Completion of the Pearson content exam, Teachers of English Learners (019).