Master of Teaching – ESL Education

Learn more about our programs: https://education.virginia.edu/academics/teacher-education/teacher-education-teaching-degrees

Admissions questions? Email ehd-information@virginia.edu
Program questions? Contact ESL Program Advisor Chris Chang-Bacon: cb6wv@virginia.edu

General resources for admitted teacher education students: https://education.virginia.edu/resources-admitted-teacher-education-students

Teacher Education funding opportunities: https://education.virginia.edu/teacher-education-funding-opportunities

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PROGRAM OVERVIEW

Program: Post-Graduate Master of Teaching (PGMT)

Degree: Master of Teaching

License: Upon successful completion of all degree requirements, students will be eligible for a post-graduate professional license in the Commonwealth of Virginia. Students will be endorsed in English as a Second Language PreK-12.

This program prepares teacher to teach in preK-12 schools in the United States. It does not prepare students for international teaching. Students solely interested in teaching abroad may find UVA’s Teaching English to Speakers of Other Languages (TESOL) certificate to be a better fit for their professional goals. Learn more here: https://caelc.virginia.edu/tesol-description. This certificate is only available to students enrolled in an undergraduate or graduate degree program at UVA.

Students who will hold a bachelor’s degree by the start of the MT program may apply to the post-graduate master’s program. PGMT students complete a 12-month series of coursework and clinical experiences. This full-time program runs from June through the following May each year, and students are required to be in Charlottesville the entire year.

Students must apply by April 1 each year. Admissions are rolling, and admissions decisions will be delivered approximately 6 weeks after all application materials (including transcripts and letters of recommendation) are received. Students are strongly encouraged to apply by February 1, after which time the department of Curriculum, Instruction, and Special Education will begin to award merit- and need-based awards to select applicants.

Current UVA 2nd- and 3rd-year students may be eligible for early admission, which is outlined in this advising guide.

Applicants must decide whether to attend by May 1 of the year of entry.

Students seeking a part-time option may be interested in our online Master of Teaching program: https://education.virginia.edu/master-teaching-english-second-language-online
Reach out to Courtney Sullivan (cb8tq@virginia.edu) for information about the online program.
ADMISSIONS REQUIREMENTS

Academic Record

Applicants must demonstrate good academic progress during their undergraduate career. We typically admit students with a cumulative GPA of 2.7 or higher with a major GPA of 3.0 or higher. However, we will consider applications from students who do not meet those benchmarks.

ESL candidates must demonstrate (or be prepared to demonstrate) proficiency in a foreign language per the content studies requirements set by the Virginia Department of Education. Proficiency can be demonstrated through:

- Coursework: 6 college-level credits in the target language (students who “placed out” of the language requirement in college can submit their transcript or other evidence for review)
- AP test: credits for the target language must have been awarded on a college transcript
- Praxis Content Knowledge test in the target language
- CLEP: passing score on the Level II test in the target language

Students who do not meet the language requirement may apply to the program. If admitted, they will be required to meet the language requirement through additional coursework or one of the assessments listed above.
Recommended Courses

Prior to entering the teacher education program, students may take up to three courses they can apply toward the degree. These courses are recommended but are not required. Note: There is a 6-credit limit on transfer credits, so students who have taken all 9 credits will be required to choose an elective during the summer session.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits of human development</td>
<td>Only one course is required. Because the ESL endorsement covers P-12, candidates may find it helpful to take a lifespan development course or a combination of courses that cover child and adolescent development.</td>
</tr>
</tbody>
</table>

UVA students should take one of the following:
- PSYC 2700: Child Development
- EDLF 3150: Introduction to Child Growth and Development
- EDLF 3170: Introduction to Adolescence
- EDLF 3180: Lifespan Development

To assist your planning, we have pre-approved several courses from other Virginia institutions to meet this requirement. This is not an exhaustive list, but if a course appears on this list, it is already approved to meet the requirement.

Virginia Community College System:
- PSY 230: Developmental Psychology
- PSY 235: Child Psychology
- EDU 207: Human Growth and Development

Christopher Newport University:
- PSYC 208: Child Development

James Madison University:
- PYSC 160: Lifespan Human Development

Longwood:
- EDUC 245: Human Growth and Development

Mary Baldwin
- ED 212: Lifespan Human Development
- ED 601: Inquiry into Human Growth, Development, and Diversity

Virginia Commonwealth University:
- PSYC 301: Child Psychology
- PSYC 304: Life Span Developmental Psychology

Virginia Tech:
- HD 1004: Human Development I: Childhood and Adolescence
- EDCI 2374: Educational Psychology for PK-12 Teachers
- EDCI/PSYC 3154: Psychological Foundations of Education
If your course is not on this list, you may send a course description and syllabus (if available) to Dr. McGraw for review.

3 credits of foundations of special education

The course must cover specific competencies outlined by the Virginia Department of Education, including characteristics of individuals with disability, medical aspects of disabilities, and the historical and legal foundations of special education. Not every special education course will meet this requirement.

UVA undergraduate students should take EDIS 5000: Exceptional Learner, though the undergraduate equivalent (EDIS 3020) will be accepted.

To assist your planning, we have pre-approved several courses from other Virginia institutions to meet this requirement. This is not an exhaustive list, but if a course appears on this list, it is already approved to meet the requirement.

James Madison University:
- EXED 200: Foundations of Exceptional Education

Mary Baldwin
- ED 215: Foundations and Legal Issues of Special Education

Virginia Tech:
- HD 3144/EDCI 3144: Education of Exceptional Learners
- EDCI 4554: Educating Exceptional Learners
- EDCI 5554: Educating Exceptional Learners Across the Lifespan

Washington and Lee University:
- EDUC 302: Teaching Exceptional Learners

If your course is not on this list, you may send a course description and syllabus (if available) to Dr. McGraw for review.

3 credits of English linguistics

UVA undergraduate students should take one of the following:
- LING 3400: Structure of English
- EDIS 5423: English Linguistics (email Jillian McGraw at jep4j@virginia.edu to register)

To assist your planning, we have pre-approved several courses from other Virginia institutions to meet this requirement. This is not an exhaustive list, but if a course appears on this list, it is already approved to meet the requirement.

William and Mary:
- LING 220: The Study of Language
Entry Exams

The Teacher Education program does not require basic skills tests (e.g., SAT, ACT, GRE) for admission to the program.

International Students

International students must submit TOEFL or IELTS scores. Scores must not be more than two years old. Applicants who have or will have earned an undergraduate degree from an institution where English is the primary language of instruction do not need to provide TOEFL or IELTS scores.

The scores for the TOELF and IELTS are hard cutoffs. Applicants who do not meet these requirements will be ineligible for admission.

### Option 1: iBT TOEFL (preferred)

<table>
<thead>
<tr>
<th>Category</th>
<th>Benchmark Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>23</td>
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</tbody>
</table>

### Option 2: TOELF Paper-Delivered Test

<table>
<thead>
<tr>
<th>Category</th>
<th>Benchmark Score</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Writing</td>
<td>22</td>
<td></td>
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<tr>
<td>Reading</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>23</td>
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The TOEFL paper-delivered test is only offered in locations where internet testing is unavailable. There is no speaking section because of the technological requirements of capturing spoken responses.

### Option 3: IELTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Benchmark Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Band Score</td>
<td>7</td>
<td>Scores from each component are averaged to produce an overall score.</td>
</tr>
</tbody>
</table>

Applicants may self-report unofficial scores on the application. Official scores are required prior to matriculation. Send official scores to the University of Virginia. Institutional codes:
- TOEFL: B875
- IELTS: no institutional code required

All incoming (new) graduate students whose first language is one other than English are required to take the University of Virginia English Language Proficiency Exam unless they have been exempted from TOEFL or IELTS. Please direct questions about this requirement to the Center for American English Language and Culture: https://caelc.virginia.edu/assessment
EARLY ADMISSION FOR UVA UNDERGRADUATE STUDENTS

Undergraduate students at UVA may apply early to the Master of Teaching program during the 2nd or 3rd year. Students should wait to apply until they have taken at least two courses toward the content studies requirements for that program.

Students can apply early through the School of Education and Human Development's undergraduate application. Because this application portal is also used for undergraduate transfer, you may not see the correct entry term available for early admission. Choose any future term. The Teacher Education office will adjust your entry term when reviewing your application.

Students offered early admission will be guaranteed admission to the PGMT program as long as they meet all program prerequisites outlined in the PGMT Admissions Requirements above, including:

- Meeting the language requirement
- Maintaining cumulative and major GPAs as noted above

Note: When transitioning to the graduate system, students who do not have a 3.3 cumulative GPA during the 4th year will be required to submit two letters of recommendation per school policy.
PLAN OF STUDY

All cohorts begin in June and run through the following May. Students must be present in Charlottesville the first week of June to attend mandatory orientation before classes begin the following week.

Students in the ESL program take several of their classes with the secondary education cohort. ESL teachers work closely with general education teachers at all levels and across all disciplines (e.g., mathematics, science, history, English language arts) to scaffold content learning for English learners.

<table>
<thead>
<tr>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>EDIS 5800: Understanding Educational Contexts</td>
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<tr>
<td>EDLF 5011: Adolescent Learning and Development</td>
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<tr>
<td>Students who met the human development requirement prior to the start of the program will not be required to take the course again.</td>
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<tr>
<td>EDIS 5423: English Linguistics</td>
</tr>
<tr>
<td>EDIS 5424: Second Language Acquisition</td>
</tr>
<tr>
<td>EDIS 5000: Exceptional Learner</td>
</tr>
<tr>
<td>Students who met this requirement prior to the start of the program will not be required to take the course again.</td>
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<tr>
<td>EDIS 5020: Foundations of Learning and Teaching</td>
</tr>
<tr>
<td>EDIS 5840: Clinical Experience in Adolescent Education (practicum)</td>
</tr>
<tr>
<td>Licensure requirements due August 15:</td>
</tr>
<tr>
<td>• Virginia Communication and Literacy Assessment</td>
</tr>
<tr>
<td>• Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators module</td>
</tr>
<tr>
<td>• VDOE Dyslexia Awareness module</td>
</tr>
<tr>
<td>• Use of Restraint and Seclusion module</td>
</tr>
<tr>
<td>• Hands-on training in CPR, AED, and First Aid</td>
</tr>
<tr>
<td>• Begin instructional technology training (more information will be provided during the summer semester)</td>
</tr>
</tbody>
</table>
### Fall

Fall placements begin when teachers return to work in August, which may be as early as the second week of August. School calendars for the next academic year are typically approved in February.

- **EDIS 5030**: Creating Effective Learning Experiences and Environments
- **EDIS 5820**: Assessment of and for Learning
- **EDIS 5070**: Designing Technology-Enhanced Instruction
- **EDIS 5428**: ESL Methods
- **EDIS 5858**: Content Area Seminar – ESL
- **EDIS 5868**: Clinical Experience in ESL Education
  
  **Candidates complete a half-time internship (16-20 hours per week) in a local school. Under the guidance of a mentor teacher and a university coach, candidates teach and co-teach lessons for individual students, small groups, and whole groups.**

  Licensure requirement due December 15:
  - Praxis: English to Speakers of Other Languages (5362)

### Spring

Spring placements begin when teachers return to work in January, which may as early as January 2nd. School calendars for the next academic year are typically approved in February.

- **EDIS 6991**: Professional Field Project
- **EDIS 5470**: ESL Assessment and Curriculum Design
- **EDIS 5878**: Internship Seminar – ESL
- **EDIS 5888**: Teaching Internship – ESL
  
  **Candidates complete their full-time internship in a local school. They will be placed with a new mentor teacher to ensure they have experiences in different grade levels and school contexts. Candidates transition into full responsibility for planning, instructional delivery, and assessment under the guidance of a mentor teacher and a university-based coach.**
**LICENSURE REQUIREMENTS**

The Virginia Department of Education requires all teacher candidates pass specific licensure exams prior to the teaching internship. Students should email their score reports to teachered@virginia.edu. Even if you “send the scores to UVA” when you take the exam, you must send a .pdf of the score report to the Teacher Ed office. Students will complete these requirements during the teacher education program; they do not need to complete them before applying.

**Virginia Communication and Literacy Assessment:** [https://www.va.nesinc.com/](https://www.va.nesinc.com/)

Students should take this exam early. It is a basic skills reading and writing exam, and the teacher education courses do not directly prepare students for this exam. Deadline: August 15.

**Praxis: English to Speakers of Other Language (5362)**
[https://www.ets.org/praxis/prepare/materials/5362](https://www.ets.org/praxis/prepare/materials/5362)

Several of the ESL courses will provide information students need for this exam. Therefore, students should take this exam in mid-to-late fall. Deadline: December 15.

**Additional Trainings:** The Virginia Department of Education requires that several additional trainings be completed by all teacher candidates. These should be completed prior to the Teaching Internship.

- Hands-on training in CPR, AED, and First Aid (students must schedule this on their own; students with previous certification should submit it to for review)
- Instructional Technology modules (information will be provided during the program)

Students should email their completion certificates to teachered@virginia.edu.

**Notes on CPR, AED, and First Aid training:**

- Many students sign up through Red Cross, though any licensed provider is fine
- Make sure your training includes CPR, AED, and First aid
- It is acceptable to do a hybrid training in which some is online and some is in person
- It is not acceptable to do a training that is solely online
- VDOE does not specify whether you need to do adult or pediatric training, so either is fine
ACADEMIC POLICIES AND FORMS

A full list of academic rules can be found in the Graduate Record:

Teacher Education clinical experience policies:
https://education.virginia.edu/clinical-experiences

ACADEMIC FORMS

Academic forms are available on the UVA EHD forms page:
https://education.virginia.edu/admissions/student-services/undergraduate-graduate-academic-forms-resources

Teacher Education forms should be submitted to the Director of Teacher Education, Jillian McGraw (jep4j@virginia.edu).
ADDING AN ENDORSEMENT

In Virginia, there are several ways to add an endorsement to an existing teaching license. For you, this means you could take steps to add an endorsement while enrolled in the teacher education program. When you apply for your initial license at graduation, you could then apply for both endorsements. It is important to consider your reasons for adding an endorsement. Being eligible for an endorsement doesn't necessarily mean you should add it. A few things to consider:

When you add an endorsement without completing a program, you will not be completing pedagogical coursework or clinical experiences in that specific area. You will not receive the same level of preparation as you would by going through a program. If your endorsements are related (such as a science candidate adding a second science endorsement), you may find the leap from one to the other to be manageable. In contrast, for example, an elementary teacher who adds a secondary education endorsement will have received no preparation for working in secondary classrooms.

If you have an endorsement on your teaching license, you may be assigned to teach it. When you apply for jobs, you have the opportunity to state your preferences for what you would like to teach. Once you are hired, though, your principal could shift your teaching assignment based on student enrollment and school needs. If you have an endorsement on your teaching license, you need to be prepared and willing to teach in that area. If you aren't sure you would want to teach something, you may not want to add it to your license.

You do not need a second endorsement to be competitive in the job market. The majority of our graduates have only one endorsement. We are facing a national and state-level teaching shortage, and principals are excited to hire high-quality candidates. School leaders want to ensure teachers are experts in their field.

Your add-on endorsement may not be transferable to every state. If you plan to stay in Virginia, any endorsements granted by Virginia are valid. If you move to another state, they may choose only to accept the endorsement for which you completed the program. Every state has different requirements, the requirements change often, and rules for add-on endorsements are not always published on the state certification websites.

Information about adding an endorsement can be found on VDOE’s licensure page. Teachers can add some endorsements by taking a Praxis exam. Students should take the relevant Praxis exam and send a .pdf of the score report to the Teacher Education Office at least a week prior to graduation. Note that several endorsements (including elementary education and special education) have Praxis exams but cannot be added by testing per the VDOE regulations linked above. It is also possible to add an endorsement using content coursework taken during your undergraduate program. Review the Licensure Regulations for School Personnel for a detailed list of requirements. In recent years, UVA Teacher Education students have added drama, music, engineering, computer science, and visual arts through undergraduate coursework.

For more information about add-on endorsements, contact Jillian McGraw (jep4j@virginia.edu). It is important to verify your eligibility for adding an endorsement before registering for additional exams or coursework.
SUPPORT SERVICES

UVA and the School of Education and Human Development have a wide range of services to support you in your time here. Information about these services can be found on the UVA EHD Student Services website: https://curry.virginia.edu/current-students. A few of these services are highlighted below.

If you’re not sure whom to contact, reach out to your academic advisor, the Director of Teacher Education (Jillian McGraw, jep4j@virginia.edu) or the Director of Student Affairs (Jessica Livingston, jl5ne@virginia.edu).

Counseling and Psychiatric Services (CAPS): http://studenthealth.virginia.edu/caps
CAPS is the primary student counseling clinic on grounds. Students participate in a brief initial screening that helps the CAPS staff determine whether to proceed to a full intake appointment or connect the student with community resources. If you are having a psychological emergency, call 911 or 434-243-5150 and ask to speak with the on-call counselor 24 hours/day.

Student Disability Access Center (SDAC): https://studenthealth.virginia.edu/sdac
SDAC is committed to promoting a culture of access and inclusion for students with disabilities to all academic programs and University resources. Their goal is to support the student with a disability to participate fully in campus life. They achieve this goal through the provision of academic accommodations, support services, advocacy, and educational training throughout the University community. Their work is guided in accordance to the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973.

OAAA was established in 1976 as part of the Division of Student Affairs. It is charged with the responsibility of assisting academic and non-academic units in meeting the challenges of service delivery to African-American students. The Office assumes broad responsibility for the creation of a supportive environment which promotes the students’ full participation in the University’s extracurricular life and enhances the sensitivity of the larger community to the needs, interests, and culture of African-American students. It maintains on-going cooperative relationships with students, faculty/staff, alumni, parents, and the community. These liaisons exchange information and advice, enhance the opportunities for the educational growth and successful matriculation and retention of African-American students.

Student Financial Services: http://sfs.virginia.edu/
Tuition, fees, and financial aid are processed through Student Financial Services, not the School of Education and Human Development. Contact SFS with questions related to your bill or financial aid.

Housing: https://housing.virginia.edu/
Housing is run through UVA Housing and Residence Life.
Student Health: [http://studenthealth.virginia.edu/](http://studenthealth.virginia.edu/)

Under the health insurance hard waiver program, all students who pay the comprehensive fee must carry insurance that meets specific coverage requirements and provide proof of that insurance. Students who do not meet this requirement will be enrolled in – and responsible for the cost of – the university-endorsed Aetna student health insurance plan. More information about these requirements can be found here: [http://studenthealth.virginia.edu/hard-waiver-program](http://studenthealth.virginia.edu/hard-waiver-program).

UVA Career Services: [https://career.virginia.edu/](https://career.virginia.edu/)

UVA EHD Career Services: [https://curry.virginia.edu/admissions/student-services/career-services](https://curry.virginia.edu/admissions/student-services/career-services)

All teacher education students are invited to the annual Ed Expo, which draws more than 100 recruiters from public schools, charter schools, private schools, and education recruiting agencies.

Student Information System:
[https://sisuva.admin.virginia.edu/psp/ihprd/UVSS/SA/h/?tab=PAPP_GUEST](https://sisuva.admin.virginia.edu/psp/ihprd/UVSS/SA/h/?tab=PAPP_GUEST)

Canvas: [https://curry.virginia.edu/admissions/student-servicescanvas-support](https://curry.virginia.edu/admissions/student-services/canvas-support)


Students should first consult the user guide and/or reach out to Chalk and Wire for support. If additional help is needed, students can then reach out to Tim Cannon (tmc2y@virginia.edu).

Advising for Students Enrolled in the M.T. Program:

<table>
<thead>
<tr>
<th>Your Teacher Education Advisor</th>
<th>Jeff Davis, Director of Clinical Practice and Partnerships</th>
<th>Cody Lloyd, Teacher Education Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start here with most program questions, including questions about your coursework and program of study.</td>
<td>Reach out to Jeff with questions about clinical experiences.</td>
<td>Reach out to Cody with questions about program and licensure requirements.</td>
</tr>
</tbody>
</table>
GETTING INVOLVED WITH THE EHD COMMUNITY

There are many ways to get involved with the school community. A full list of ways can be found on Student Services website: https://education.virginia.edu/current-students. Student groups of particular interest to teacher education students are highlighted below.

Education Council:
https://education.virginia.edu/admissions/student-services/education-council

The Education Council represents the student body of the School of Education and Human Development at the University of Virginia. The Education Council serves to satisfy the needs of students by providing a voice to the administration and faculty, as well as the general public. The mission of the Education Council is to improve the experience of students through initiatives that enrich the intellectual, social, and cultural aspects of their lives.

First-Generation Support Working Group (FIRST):
https://education.virginia.edu/first-generation-support-working-group-first

FIRST facilitates community empowerment to promote belonging and success at the School of Education and Human Development for students who are the first in their families to pursue higher education. FIRST acknowledges that first-generation students often encompass a diverse set of identities, including low-income, working class, first-generation American, and students from rural or urban backgrounds. FIRST is intention in using a strengths-based approach to avoid deficit perspectives that center problems on individual students. Instead, we focus on acknowledging institutional norms that disempower diverse student perspectives and ways of knowing. We believe it is the University’s responsibility to foster a campus climate and culture that empower first-generation college students to succeed.

Student Virginia Education Association (SVEA):
https://education.virginia.edu/student-virginia-education-association

The Student Virginia Education Association (SVEA) is the largest professional organization for pre-service educators in the state. It is the student branch of the Virginia Education Association, which is an affiliate of the larger National Education Association. The UVA chapter of the SVEA seeks to provide teacher candidates with resourceful tools and meaningful opportunities to become involved on and off campus through community service opportunities and professional development workshops. More information about the state organization can be found here: http://www.studentvea.org/.