

ESL ENDORSEMENT FOR TEACHERS



Murray
School
District





OUR FOCUS: TO
BUILD TEACHER
COMPETENCY
THROUGH THE
TESOL STANDARDS
FOR TEACHERS

DURING THE SCHOOL YEAR



MODULES BASED ON STANDARDS

Teachers will work on the module based on the goal they are working toward. This Module will include important information supporting teacher learning, professional learning opportunities, and resources.

COACHING AND COLLABORATION

Teachers will also collaborate with the ESL instructional coach to create goals and work through coaching and collaboration cycles based on these goals.

CLASSROOM APPLICATION



BASED ON LEARNING

Five Personal Goals based on their Self-Reflection of the TESOL standards.



CHOOSE TWO GOALS TO WORK ON THE UPCOMING YEAR

Of the five goals, teacher will choose two each semester to work on..



COACHING/COLLABORATION CYCLES

Teachers will then work through coaching/collaboration cycles with a coach to support their growth and create their portfolios. This will include the observed instructional coaching cycles.

CREATE A GOAL



ENHANCE LESSONS BASED ON GOAL

Teachers will focus on improving their own instruction.



IMPLEMENT INSTRUCTION

Teachers will then implement new lessons based on learning.



WORK WITH COACH

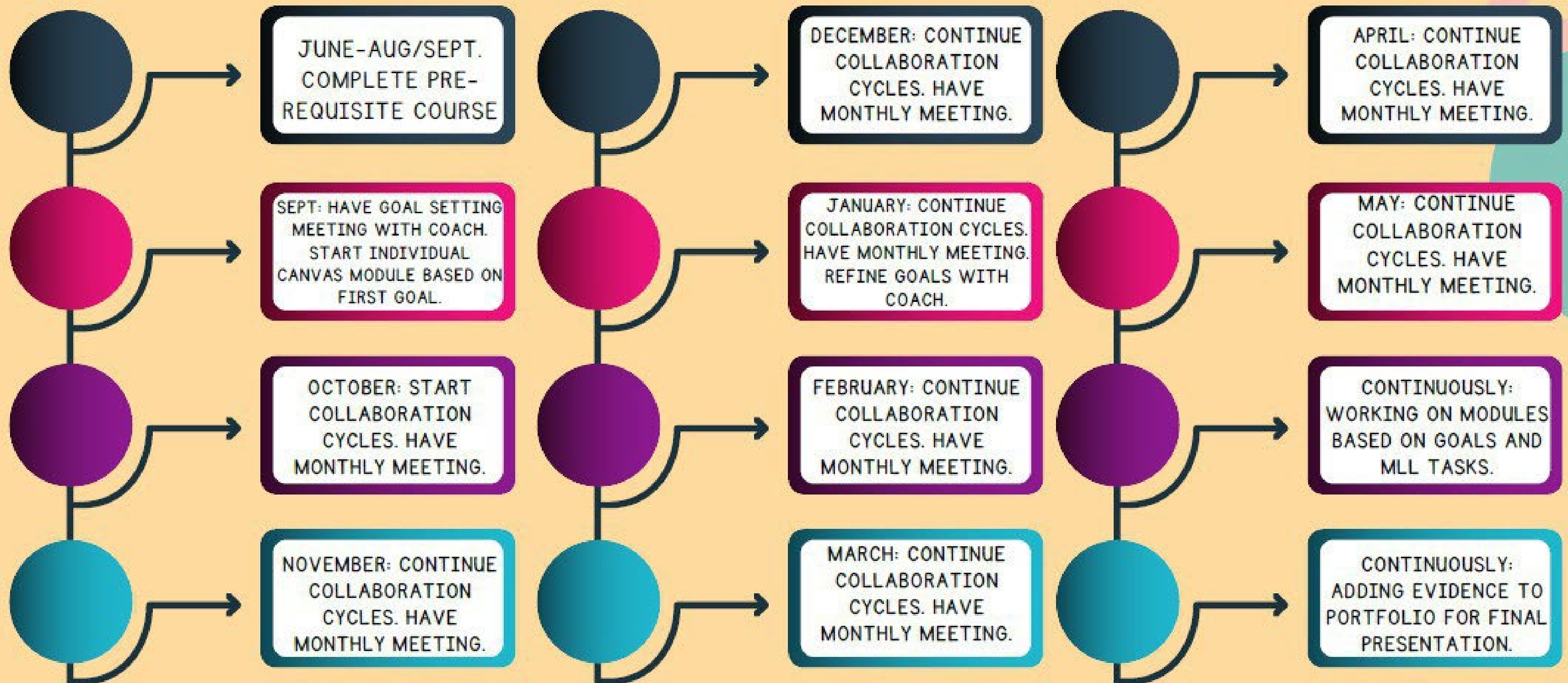
Coach will observe and work with teacher on what went well and what could be improved.

EACH MODULE WILL BE BASED ON TESOL STANDARDS

They will then have personal reflections throughout to analyze their growth during the learning. There will be a rubric based on the standards for self-evaluation and evaluation from the coach and the cohort.

TESOL Standards	
Standard 1:	Knowledge About Language
Standard 2:	ELL's in the Sociocultural Context
Standard 3:	Planning and Implementing Instruction
Standard 4:	Assessment and Evaluation
Standard 5:	Professionalism and Leadership

TIMELINE OF IMPLEMENTATION





START

HOW WE WILL START

We will start the endorsement with a pre-requisite course "The Why Behind the Endorsement". This pre-requisite course will cover:

- I. The foundations of why Bilingual/MLL education is important. Participants will complete readings, assignments, and competency-based tasks focused on:
 - a. The civil rights obligations to ELL students.
 - b. Legal Requirements
 - c. Court Cases/ESSA
 - d. TESOL Standards
 - e. Refining and Defining Instructional Strategies



STANDARD I:



KNOWLEDGE ABOUT LANGUAGE

In this standard, participants will need to show their knowledge of English Language Structures, English Language Use, Second Language Acquisition and Development, and Language Processes to support MLL's academic language and literacies across various content areas.

LEARNING FOCUS:

- BICS/CALP
- Second Language Acquisition
- Native Language
- Influences on Language Acquisition
- Learning Words in a 2nd Language
- Academic English
- Connections to Instruction
- Bi-Lingual Education
- Sociolinguistics
- Grammar and Meaning

STANDARD I: WHAT KNOWLEDGE DO WE HAVE ABOUT LANGUAGE?



- MODEL CLASSROOM

- Analyzes Success Criteria for lessons.
- Pre-plans for
- Understands the process of Language Acquisition

- EVIDENCE

1. Professional Learning
2. ELLevations Focused Activity
3. Peer Discussions
4. Self Assessment
5. Goal Setting
6. Coaching/Collaboration Planning
7. Coach Observation and Feedback

PD OPPORTUNITIES AND RESOURCES

- Classroom Educators: Engaging Multilingual Newcomers eWorkshop-WIDA
- <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/healing-from-internalized-oppression/main>
- <https://www.youtube.com/watch?v=MGwvt6Fymuw>
- <https://www.kqed.org/lowdown/7383/u-s-immigration-policy-timeline-a-long-history-of-dealing-with-newcomers>
- https://madeintoamerica.org/?gclid=CjwKEAjw652_BRDfkebVrdOGkDISJAD0Q2Ru3aAS6JHgDMp3ZDRL1RxMVxK5md-wluXhiHD-5Jo_KRoC7kDw_wcB%20%20
- <http://www.understandingprejudice.org/multimedia/racism-then.htm>

STANDARD 2:



MLL'S IN THE SOCIOCULTURAL CONTEXT

In this standard, participants will demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of MLL's as supported by research and theories. Participants will investigate the academic and personal characteristics of each MLL as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their MLL's. Participants will also recognize how educator identity, role, culture, and biases impact the interpretation of MLL's strengths and needs.

LEARNING FOCUS:

- Internalized and Cultural Oppression
- Story of America/ Racism then and now
- Refugee Communities and Culture, Tribal Nations
- Children in Crisis
- Toxic Stress/Self-Regulation
- Trauma-Informed Care
- Building Classroom Community

STANDARD 2: WHAT DO WE KNOW ABOUT MLLS IN THE SOCIOCULTURAL CONTEXT?



- MODEL CLASSROOM
 - Environment Instruction and Classroom/Family Relationships
- EVIDENCE
 1. Professional Learning
 2. ELLevations Focused Activity
 3. Peer Discussions
 4. Self Assessment
 5. Goal Setting
 6. Coaching/Collaboration Planning
 7. Coach Observation and Feedback

PD OPPORTUNITIES AND RESOURCES

- http://www.self-regulation.ca/uploads/5/6/2/6/56264915/encouraging_self-regulated_learning_in_the_classroom.pdf
- <https://www.childwelfare.gov/topics/responding/trauma/>
- <http://www.acesconnection.com/blog/utah-establishes-trauma-resiliency-collaborative>
- <http://copperhillsyouthcenter.com/about-us/trauma-informed-care/>
- https://drive.google.com/file/d/1IEC_yRWI0yoiML2-b2LRFcy4KA9Z4-9y/view

STANDARD 3:



PLANNING AND IMPLEMENTING INSTRUCTION

In this standard, participants will plan supportive environments for MLL's, design and implement standards-based instruction using evidence-based, MLL centered, interactive approaches. Participants justify instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.

Participants demonstrate understanding of the role of collaboration with colleagues and communication with families to support their MLL's acquisition of English language and literacies in the content areas.

Participants use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for MLL's.

LEARNING FOCUS:

- Language and Literacy Development
- SIOP- 8 Components and 30 features
- WIDA for Planning
- Academic Vocabulary Instruction
- SADIE/SIOP/Strategies
- Collaboration Tasks
- Assessment
- Lesson Plan Analysis
- Newcomers
- Lesson Feedback
- Social v. Academic Language
- Culturally Responsive Teaching
- Funds of Knowledge

STANDARD 3: WHAT DO WE KNOW ABOUT PLANNING AND IMPLEMENTING INSTRUCTION?



- MODEL CLASSROOM

- In-depth Individual Language Development Plan
- Language Focused Instruction
- Continual analysis of success criteria and barriers.

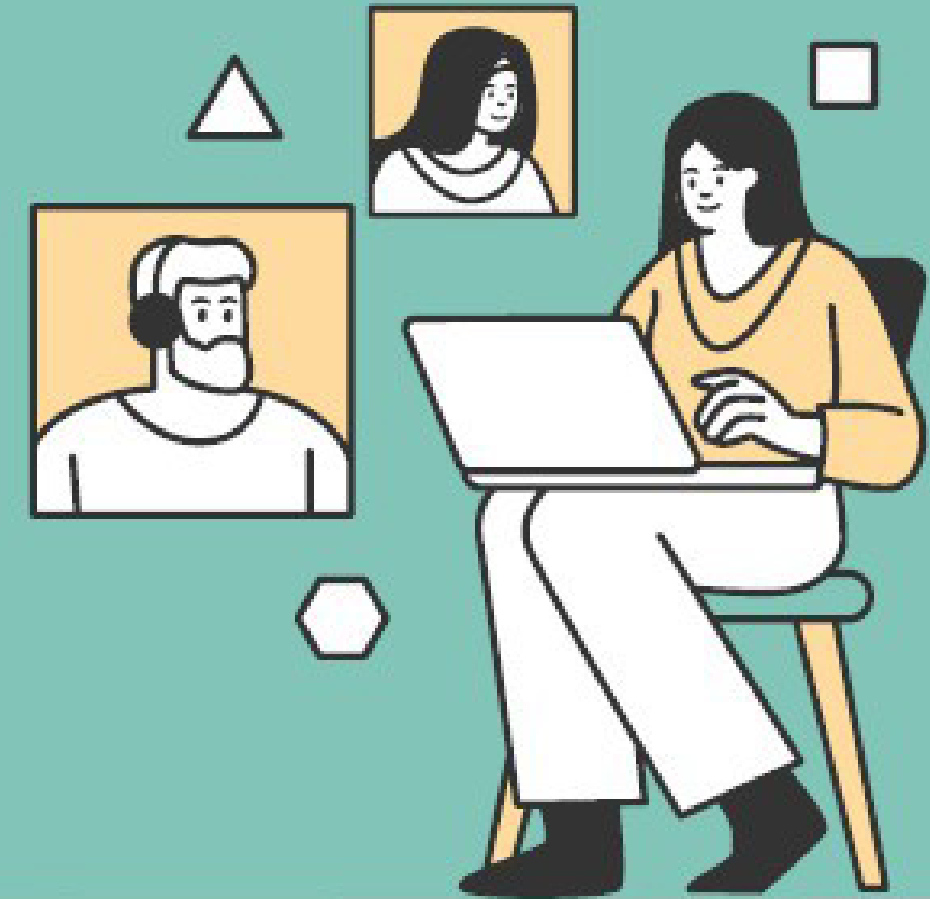
- EVIDENCE

1. Professional Learning
2. ELLevations Focused Activity
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PD OPPORTUNITIES AND RESOURCES

- WIDA ELD Standards Framework: A Collaborative Approach
- ELLevation: Trainings

STANDARD 4:



ASSESSMENT AND EVALUATION

In this standard, participants will apply assessment principles to analyze and interpret multiple and varied assessments for MLLs, including classroom-based, standardized, and language proficiency assessments, and advocate for equitable assessments for MLLs. Participants understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Participants understand the importance of facilitating collaboration by communicating results to other educators, MLLs, and MLLs families.

LEARNING FOCUS:

- Formal Measures of Progress
- Analyze WIDA Scores and Develop Individual Language Plans
- Compile Testing Supports and Accommodations
- Plan for Assessments
- Modify Assessments
- Analyze Assessments
- Referral Process for ELLs to Special Education
- Dynamic Assessments

STANDARD 4: WHAT DO WE KNOW ABOUT ASSESSMENT AND EVALUATION?



- MODEL CLASSROOM

1. Use ILDPs to guide assessments
2. Understand individual student accommodations.
3. Continual analysis of success criteria and barriers.

- EVIDENCE

1. Professional Learning
2. ELLevations Focused Activity
3. Peer Discussions
4. Self Assessment
5. Goal Setting
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PD OPPORTUNITIES AND RESOURCES

- WIDA Modules: ACCESS Test
- <https://getsupported.net/fair-and-square-assessments-for-ells/>
<https://www.colorincolorado.org/article/what-difference-between-social-and-academic-english>
- <https://wida.wisc.edu/teach/can-do/descriptors>
- <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8535.2012.01337.x>
- https://www.researchgate.net/publication/287929983_Assessing_English_Language_Learners'_Opportunity_to_Learn_Mathematics_Issues_and_Limitations

STANDARD 5:



PROFESSIONALISM AND LEADERSHIP

In this standard, participants will demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of MLLs, advocating for MLLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

LEARNING FOCUS:

- ELL's with Disabilities
- EL Programs
- Advocating for EL's
- Translation Services
- Communicating with Parents
- Data Driven PLC's

STANDARD 5: WHAT DO WE KNOW ABOUT PROFESSIONALISM AND LEADERSHIP?



- MODEL CLASSROOM

1. Involve parents through communication
2. Advocate for MLL's Education
3. Understand Resources students may need

- EVIDENCE

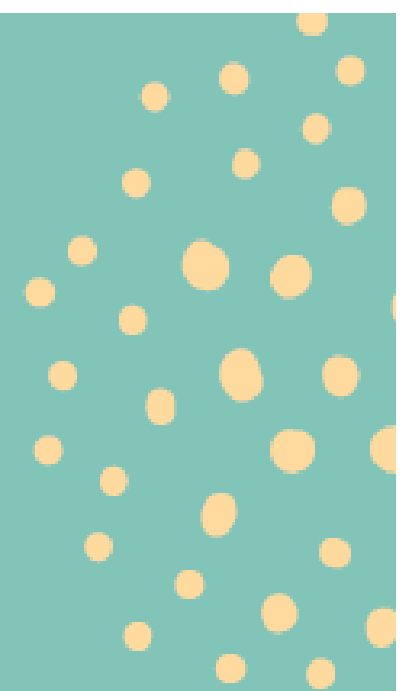
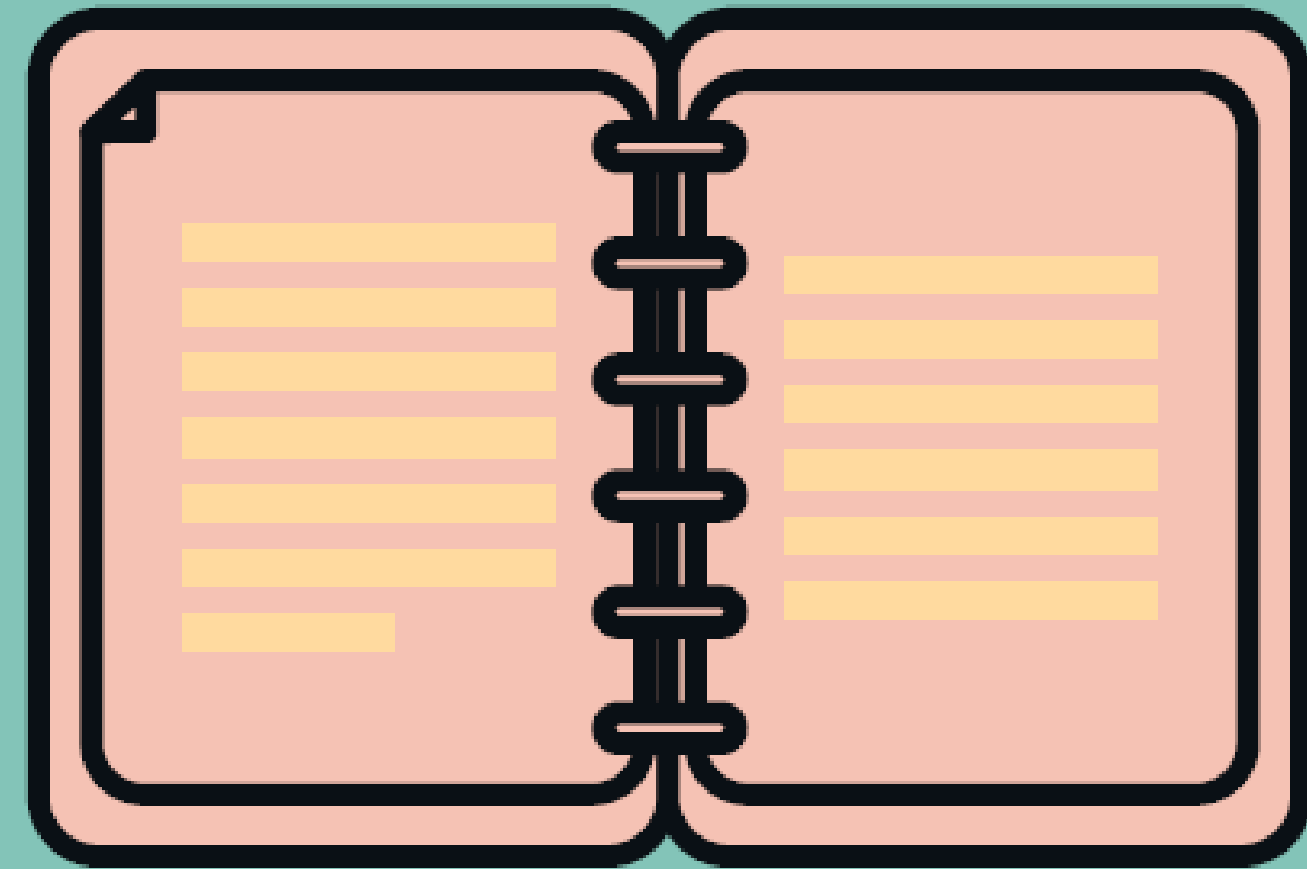
1. Professional Learning
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PD OPPORTUNITIES AND RESOURCES

- School Improvement Planning for the Equitable Education of Multilingual Learners: WIDA Training
- How to use Propio
- How to use Parent Square



PORTFOLIO



This interactive course is the culminating learning experience for the completion of the TESOL Endorsement. Subsequently, it will provide an opportunity for each participant to explain their learning in each of the five required TESOL Domains, used to accredit University programs for preparing educators to teach English Learners in K-12 public education. This includes a focus on strategies for integrating theory into practice with an emphasis on well-designed and scaffolded content instruction. Participants portfolio will be brought before their cohort and presented.

PORTFOLIO DEVELOPMENT



- DEMONSTRATION OF KNOWLEDGE

a personalized and comprehensive 5 Domain learning plan to become more competent and self-reflective about one's practices in the classroom for the purpose of increased professionalism within both the school and neighborhood communities to benefit English Learners and refugee students

- DEMONSTRATION OF PRACTICE

an electronic professional portfolio that includes evidence of increased competency in teaching English Learners and a reflective essay explaining the changes in teaching, using evidence from course content in the practicum.

WHAT IF I HAVE ONE DOMAIN LEFT?

TO OBTAIN A TESOL ENDORSEMENT YOU WOULD NEED TO BUILD THE PORTFOLIO BASED ON THE TESOL REQUIREMENTS, FINISH THE MODULE YOU ARE MISSING THROUGH THE PROGRAM REQUIREMENTS, AND PRESENT TO THE CURRENT COHORT OR INSTRUCTIONAL COACH FOR COMPLETION.