Objective:

The Tooele County School District competency-based English as a Second Language (ESL) Endorsement Program will:

(1) Empower educators with the tools needed to provide high-quality instruction with supports for Multilingual Learners accessing core content.
(2) Facilitate the development of skills needed to implement supports within a Sheltered English Immersion (SEI) model in a manner that is (i) linguistically appropriate, (ii) equitable and culturally responsive, (iii) adapted to the specific needs of English Learners, (iv) informed by a variety of assessment tools, and (v) broadened by continuous professional learning and growth. Candidates will build their capacity to become successful Multilingual Learner (ML) instructors who are knowledgeable of, and confident in, the application of best practices through active participation in cohort group instruction, individual module learning, and self-reflection coupled with mentored discussion of classroom teaching.

Scope and Purpose:

This condensed competency-based ESL endorsement program intends to support TCSD educators to interactively learn and then demonstrate proficiency in teaching Multilingual Learners (i.e. students that are English Language Learners). The scope of this program is to provide: (1) instruction in language, culture, instructional support, and assessment for ML students, (2) instruction in TESOL theory and methodology, (3) instruction in WIDA philosophy and language standards, and (4) classroom observation and supervised practice teaching with ML students.

Proficiency Focus:

TESOL Standards for PreK-12th ESL Teaching, WIDA K-12 Language Standards (Teaching English to Speakers of Other Languages)

Program Length:

13 Months (May 2024 – May 2025)

- Canvas Course #1 ML Foundations: May/June (self-paced, 2 MIDAS credits)
- Canvas Course #2 TESOL Domain Language: June/July (self-paced, 2 MIDAS credits)
- Canvas Course #3 TESOL Domain Culture: July/August (3 MIDAS credits)
- Canvas Course #4 TESOL Domain Instruction: September – January (5 MIDAS Credits)
- Canvas Course #5 TESOL Domain Assessment: February – March (3 MIDAS Credits)
- Canvas Course #6 TESOL Domain Professionalism/ML Family Engagement: April – May (3 MIDAS credits)

Endorsement Requirements:

1. Complete the orientation materials (Nearpod presentation) prior to starting the first asynchronous Canvas Course.
2. Complete five asynchronous Canvas courses and one Canvas Practicum for a total of 18 MIDAS Credits.
   a. Complete and submit Pre- and Post Self-Assessment Rubric and Reflection sheets for all five TESOL Domains.
   b. Create and submit goals for each TESOL Domain with an added ML Family Engagement goal.
   c. Complete all module assignments (readings, videos, discussions, reflections, etc.) within the asynchronous courses.
3. Attend all in-person sessions
   a. Alternate assignment(s) for absence will be determined by the ESL Endorsement Lead.
   b. If absent due to a valid reason (illness, emergency, etc.), make-up requirements will be provided to you. You will be responsible for in-person content.
   c. Prior approval is necessary for any absence.
4. Participate in mentoring, coaching, and observation cycles throughout the school year. Coaching cycles will include mentored instructional planning, in-class observations, debrief with ESL coach, and self-reflection.
5. Show competency within all TESOL domains (Language, Culture, Instruction, Assessment, Professionalism) by completing requirements within the:
   a. Six Canvas Courses
   b. Classroom observations and coaching cycles
   c. ML Family Engagement Project
   d. Capstone Portfolio Project (culmination project and presentation)
6. Present Capstone Project with small group of cohort participants, ESL Coaches, and invited guests.
   a. Participant must meet "Success Criteria" for TESOL and project rubrics for final committee approval.
7. Complete and submit the USBE ESL Endorsement application document for final USBE endorsement approval and endorsement issuance (with TCSD Federal Program Director approval letter attached).

Candidate Criteria:

Applicants for the TCSD Competency-Based ESL Endorsement program must be:
- An actively licensed TCSD educator/specialist (CACTUS # must have active teaching license posted).
- A teacher of Multilingual Learner students (whole group or small group instruction).

Instructor Qualifications:

The instructors for the TCSD ESL Endorsement programs are ML Specialists who have active certified teaching licenses with ESL endorsement qualifications.

Required Program Materials:

1. Unlocking English Learners' Potential: Strategies for Making Content Accessible (1st Edition) by Diane Staehr Fenner & Sydney Snyder
2. EL Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy (1st Edition) by Tonya Ward Singer
3. WIDA English Language Development Standards Framework, 2020 Edition, K - 12th Grades
   https://wida.wisc.edu

Program Structure/Timeline:

1. **May-June 2024: Canvas Course #1 ML Foundations**
   a. Orientation materials shared through Nearpod presentation
   b. In-person Session: May 8th, 2024
   c. Asynchronous Learning: Register for MIDAS Course #TBD
2. **June – July 2024: Canvas Course #2 TESOL Domain Language**
   a. Asynchronous Learning: Register for MIDAS Course #TBD
3. **July – August 2024: Canvas Course #3 TESOL Domain Culture**
   a. In-Person Session: September 4th, 2024
   b. Asynchronous Learning: Register for MIDAS Course #TBD
   c. Goal setting: Based on self-reflection of the current TESOL domain, the participant will create 2-4 goals for learning and experiential focus.
   d. Coaching Support: Mentoring, coaching, and classroom observations support provided by ESL Coaches.
   e. Self-Assessment Rubric/Reflection: Submit in Canvas by end of course (August 31, 2024).
4. **September 2024 – January 2025: Canvas Course #4 TESOL Domain Instruction**
   a. In-Person Session: November 6th, 2024
   b. Virtual Session: January 22nd, 2025.
   c. Asynchronous Learning: Register for MIDAS Course #TBD.
   d. Goal setting: Based on self-reflection of current TESOL domain, participant will create 2-4 goals for learning and experiential focus.
   e. Coaching Support: Continued mentoring, coaching, and classroom observations support provided by ESL Coaches.
   f. Self-Assessment Rubric/Reflection: Submit in Canvas by end of course (January 31, 2025).
5. **February – March 2025: Canvas Course #5 TESOL Domain Assessment**
   a. Asynchronous Learning: Register for MIDAS course #TBD.
   b. Goal setting: Based on self-reflection of current TESOL domain, participant will create 2-4 goals for learning and experiential focus.
   c. Coaching Support: Mentoring, coaching, and classroom observations support provided by ESL Coaches.
   d. Self-Assessment Rubric/Reflection: Submit in Canvas by end of course (March 31, 2024).
6. **April – May 2025: Practicum Course #6 TESOL Domain Professionalism**
   a. In-Person Session: April 9th, 2025.

b. Asynchronous Learning: Register for MIDAS course #TBD.
c. Goal setting: Based on self-reflection of the current TESOL domain, participant will create 2-4 goals for learning and experiential focus.
d. Coaching Support: Mentoring, coaching, and classroom observations support provided by ESL Coaches.
e. Self-Assessment Rubric/Reflection: Submit in Canvas by end of course (May 31, 2025).

Total Program Costs:

No cost for the 2024-2025 school year cohorts.

TESOL Domains and Standards:

ESL-Endorsement Program Candidate TESOL Proficiency Standards and Organization	
Domain 1	**Language**
	Standard 1 – Language as a System of Communication
	Standard 2 – First and Second Language Acquisition and Development
Domain 2	**Culture**
	Standard 1 - Connection Among Culture, Language, and Learning
Domain 3	**Instruction**
	Standard 1 – Planning Instruction
	Standard 2 – Implementing Instruction
	Standard 3 – Using Instructional Resources
Domain 4	**Assessment**
	Standard 1 – Assessment Theory
	Standard 2 – Assessment Practices
Domain 5	**Professionalism & ML Family Engagement**
	Standard 1 – Professional Learning and Growth
	Standard 2 – Professional Ethics and Behavior
	Standard 3 – ML Family Engagement

Domain Explanation, Standards, and Performance Indicators:

Domain 1: Language

Language is the foundation of language teaching. It encompasses the structural but also the sociological and psychological aspects of human communication. Thus, candidates must have a working knowledge of the content they are teaching: namely, language. In addition, they need to know how language is acquired to effectively support ELLs' acquisition of English. Accordingly, Domain 1: Language, is comprised of two major aspects of language competency needed by candidates to effectively teach ELLs; the understanding and

application of the components of language as a system of communication and the understanding of language acquisition theories.

Language Standard 1: Language as a System of Communication
Candidates understand that language is a system of communication and are knowledgeable about the components of language.
- Candidates use knowledge of language as a system of human communication to form the basis for understanding the structure and development of language that will inform instruction.
- Candidates use knowledge of the components of language and language as an integrative system to inform instruction.
- Candidates use knowledge of similarities and differences between English and the native languages spoken by students to inform instruction.

Language Standard 2: First and Second Language Acquisition and Development
Candidates understand first and second language acquisition.
- Candidates apply knowledge of current and historical theories in language acquisition to instruction.
- Candidates demonstrate and apply understanding of the role of individual learner variables (e.g., language proficiency, learning styles, possible special needs, and prior knowledge) in the process of learning English.

Domain 2: Culture

An understanding of and respect for ELLs' home cultures is crucial to supporting their English language development. In addition, successful English language learning must occur in tandem with learning about the intersection between culture and language. In Domain 2: Culture, the standard highlights the important role culture plays in English language teaching.

Culture Standard 1: Connections Among Culture, Language, and Learning
Candidates understand what culture is, what the role of culture in instruction is, and that language and culture are inseparable.
- Candidates understand and apply knowledge of world cultures and how the cultures of ELLs in any specific context affects instruction.
- Candidates understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
- Candidates understand and apply concepts about the interrelationship of language and culture to instruction.

Domain 3: Instruction

Candidates must be able to design supportive learning environments in which students feel comfortable taking risks that will foster their language development in the four skills. Additionally, candidates need to plan and implement lessons that are based on students' unique backgrounds, strengths, and needs determined by ongoing formative assessment. To implement such lessons, candidates need to be skilled in selecting, adapting, and developing materials that are aligned to student learning goals, language proficiency levels, and interests. Consequently, the standard in Domain 3: Instruction comprises three skills needed by candidates to effectively teach ELLs: planning effective ESL instruction based on assessment of students' needs; implementing

instruction that supports authentic uses of language and integrates the four domains of listening, reading, speaking, and writing; and selecting, adapting, and using appropriate materials to support language development.

Instruction Standard 1: Planning Instruction
Candidates plan for effective instruction and assessment of ELLs, which fosters the language development of all students.
- Candidates plan ESL instruction based on students' needs assessment.
- Candidates plan lessons that support authentic use of language and integrate reading, writing, listening, and speaking.
- Candidates plan for formative and summative assessments based on the stated learning outcomes.

Instruction Standard 2: Implementing Instruction
Candidates provide effective instruction to ELLs that fosters language development and meets the needs of all students.
- Candidates incorporate activities, tasks, and assignments into instruction that develop meaningful and authentic use of language.
- Candidates incorporate activities and materials that integrate listening, speaking, reading, and writing for a variety of academic and social purposes.
- Candidates create supportive, accepting classroom environments.
- Candidates demonstrate understanding of collaboration in a variety of settings (e.g., with colleagues, in the community, and with teaching assistants).

Instruction Standard 3: Using Instructional Resources
Candidates use resources that will support their ELLs English language development and incorporate the technology that is available to the candidates.
- Candidates select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials (e.g., print and virtual materials).
- Candidates use available technology to enhance language learning and teaching.

Domain 4: Assessment

The appropriate use of diagnostic, formative, and summative assessments is critical to effective instruction. Candidates, therefore, need to clearly understand the purposes and types of assessment that they should use in their classrooms and the types of assessment instruments that are available. Similarly, they should be able to integrate ongoing assessment into their lessons and be knowledgeable about how to adjust their teaching based on assessment results. Accordingly, Domain 4: Assessment highlights assessment theory and assessment practice as two major aspects of assessment. Assessment theory encompasses issues involved in the field of assessment. Assessment practice focuses on how candidates are able to use different types of assessments in their teaching. For the purpose of these standards, candidates can demonstrate the "use" of specific types of assessment either during their practicum or through lesson planning that incorporates assessment.

Assessment Standard 1: Assessment Theory
Candidates understand the purpose of assessment and the types of assessment instruments as they relate to the diverse strengths and needs of ELLs.
- Candidates demonstrate an understanding of the purposes and types of assessment as they relate to ELLs and the appropriate use of the results.
- Candidates demonstrate understanding of different requirements (e.g., national, local, and institutional) for measuring the progress of students in English programs.

Assessment Standard 2: Assessment Practices
Candidates assess ELLs language skills and communicative ability using a variety of assessment practices.
- Candidates use performance-based assessment tools and tasks (e.g., portfolios, classroom observation checklists, reading logs, video, and spreadsheet software) that measure ELLs' language skills and communicative ability.
- Candidates use criterion-referenced assessments and appropriate rubrics to assess ELLs' language skills.
- Candidates use self- and peer-assessment techniques.

Domain 5: Professionalism and ML Family Engagement

Professionalism is central to candidates being able to learn and grow in the field of TESOL. By interacting and collaborating with others in the field and regularly reflecting on their teaching, candidates will continue to develop as teachers. An additional component of professionalism is the candidate's commitment to behave in an appropriate and ethical manner that includes demonstrating appropriate relationships with colleagues, students, and others in the field. A final, critical component of supporting ML students within and outside of school is supporting ML family engagement as a comprehensive approach to supporting the whole child.

Professionalism Standard 1: Professional Learning and Growth
Candidates understand the importance of classroom research and professional growth opportunities as they relate to professionalism in the field of TESOL.
- Candidates demonstrate understanding of the purpose, structure, and use of classroom research.
- Candidates demonstrate understanding of professional growth opportunities, including those provided by local and national organizations.

Professionalism Standard 2: Professional Ethics and Behavior
Candidates understand the role of professional ethics and behavior as they relate to professionalism in the field of TESOL.
- Candidates demonstrate understanding of what it means to be a professional in the TESOL field in terms of professional ethics and behavior.
- Candidates demonstrate understanding of appropriate relationships among teachers, students, and colleagues.
- Candidates demonstrate understanding of the importance of informed consent and confidentiality.

Professionalism Standard 3: ML Family Engagement
- Candidates understand the role of family engagement to support ML students' progress within language acquisition and ensuing academic success.

Major Project Descriptions:

1. **ML Family Engagement School-wide and Classroom Project -** Candidates will plan and implement a project that supports ML Family Engagement with a school-wide focus and their individual classroom focus. The candidate will reflect on past experiences and review current school/classroom practices

involving ML Family Engagement. Based on learning from CANVAS readings, videos, and current and past reflections/experiences, the candidate will identify 2-3 goals that will guide the ML Family Engagement focus for the school year within their own classroom and within the school. The candidate will be responsible for supporting, promoting, and increasing opportunities for ML families to be engaged within the classroom and/or the school. The project guidelines allow for flexibility and continued adaptations throughout the school year while the candidate continues to learn through the ESL endorsement program. The participant will share their ML Family Engagement project during the culminating Capstone Project at the end of the program.

2. **Culminating Capstone Project/ML Family Engagement Presentation** – At the beginning of the ESL Endorsement program, the ESL Coaches will review the expectations for the final culminating project, the "Capstone Project." This project is intended to show the culmination of their learning throughout the competency-based endorsement program. Candidates can choose a creative method (video, electronic portfolio, presentation, storytelling, etc.) or a traditional method (binder portfolio, paper report, etc.) to demonstrate their "journey" throughout the ESL Endorsement program. The TESOL domains and WIDA Language Standards must be represented within this project. Candidates will also need to demonstrate how they incorporated the WIDA philosophy, build a culturally responsive classroom, and engaged ML students/families that school year.

Final Evaluation Process:

Candidates will be able to prove competency to provide instructional support for ML students by implementing the 1) TESOL standards with the five domains of language acquisition, culture, instruction, assessment, and professionalism and 2) WIDA philosophy and language standards. Participants will demonstrate competency through the continuation of the 13-month program.

The TESOL Standards rubrics from each of the courses, performance throughout the program, and participant conduct, performance, and attitude will be used to determine eligibility/approval from TCSD Title III Department for a final recommendation to USBE for approval to receive the ESL endorsement certification.

References

"Standards for Short-Term TEFL/TESL Certificate Programs." TESOL International Association, https://www.tesol.org/advance-the-field/standards/standards-for-short-term-tefl-tesl-certificate-programs.