

Requirements for USBE Approval of an LEA Competency-Based ESL Endorsement

Purpose: Develop the capacity for LEAs to ensure quality learning and evidence-based programs for students learning English in pre-K through graduation.

Process for Approval: An LEA can develop a plan for implementation of a competency-based model based on the following required components of the TESOL Domains and submit the plan to the USBE Title III Department for approval.

Approved Models base on the resources of each LEA:

- 1. CANVAS Courses based on the USBE/SUU online courses: Salt Lake City Model**
- 2. HYBRID: CANVAS Courses and effective use of instructional coaches and Student Case Studies: Wasatch Model**
- 3. INNOVATIVE: Personalized Competency-based with portfolio exhibition: Monticello Academy**

Outcomes:

- 1. Demonstrated competency through an individual or group (Grade level or vertical team) evidence-based electronic portfolio based on the K-12 Competency rubric of the TESOL Standards with required teacher self-assessment and goal setting for professional growth on [TESOL Performance Rubric \(K-12 Teacher Preparation Requirements\)](#).**
- 2. Evidence for one or more of the 5 domains, aligned to the teacher's goals and students' learning needs, as described by the performance indicator and proficiency level:**
 - 1) Language**
 - 2) Culture**
 - 3) Planning, Implementing and Managing Instruction,**
 - 4) Assessment**
 - 5) Professionalism through Community, Parent and Family Engagement,**
- 3. RECOMMENDED: Use of the [Tuning Protocol](#) to provide quality feedback on "[tuning](#)" (Original Version from the Annenberg's NSRF) the candidate's Goal(s) based on the needs of the students and the educators' self-assessment on the performance rubric.**
- 4. RECOMMENDED: Portfolio exhibition protocol at the school or LEA by cohort or team as determined by the LEA or school. The [Success Analysis Protocol](#) is recommended for use in the final exhibition to be determined by the LEA.**
- 5. OPTIONAL, but RECOMMENDED: Recognition by Local School Board with highlights from teachers**
- 6. List of educators who have successfully completed the requirements must be sent to the USBE Licensing Department to be approved for an ESL Endorsement.**

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I. Organization of Standards

The standards are organized around five domains:

- Language,**
- Culture,**
- Instruction,**
- Assessment, and**
- Professionalism.**

Each of the domains are further divided into Standards.

There is a total of 13 standards.

The standards themselves are divided into performance indicators that can be met through three proficiency levels:

Approaches Standard: the documentation provided, and the evidence submitted clearly establishes that the candidate has knowledge about the subject content but does not apply it adequately to the classroom.

Meets Standard: the documentation provided, and the evidence submitted clearly establish that the teacher candidates demonstrate the dispositions, knowledge, and skills

to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations.

Exceeds Standard: the documentation provided, and the evidence submitted clearly establish that the teacher candidates consistently demonstrate the dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching.

It is expected that teacher candidates who exceed the standards would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under “English as a New Language.”