

Application for the Utah State Board of Education

English as a Second Language Endorsement

This endorsement may be attached to an Educator License with Elementary, Secondary, Special Education and/or Counseling area of concentration.

Applicant Information

Name _____ Date application submitted _____

Cactus _____ Email _____

District _____ School _____

Major _____ Minor _____

Home Address _____

Home Phone _____ Work Phone _____

FEES: As of July 1, 2017 there are NO fees required.

Earning the ESL Endorsement:

In order to obtain the Utah ESL Endorsement, the successful candidate will have completed university courses and/or other USOE pre-approved Endorsement program courses that meet the following six standards. A minimum of 18 semester credits is required as follows:

Standard I: Language (3 credits)

Standard II: Culture (3 credits)

Standard III: Instruction (3 credits)

Standard IV: Assessment (3 credits)

Standard V: Family and Community Engagement (3 credits)

Standard VI: Instructional Practice (3 credits)

University and other program courses Must Be Approved by USBE Title III before any courses will be accepted for credit.

All courses must have been completed successfully within five years of the date that this application is submitted to the USBE with no grade lower than a C.

Please Complete this Template

Using an original copy of your transcripts from the approved universities, **please highlight** the corresponding courses to fill out the template below for each required domain.

REQUIREMENT (NCATE STANDARDS FOR P-12 ESOL Teaching)	To Be Filled out by Candidate
Pass the Praxis: TO BE DETERMINED	TOTAL CREDITS EARNED: _____
DOMAIN 1: Language (3 Credits) Courses MUST support candidates in applying current research related to the structure and acquisition of language to help ELs develop language & literacy in the content areas.	Course: Year: Credits: University Transcript:
DOMAIN 2: Culture (3 Credits) Courses MUST support candidates in applying the latest research related to how culture affects student learning, the nature and role of culture connected to values, beliefs, and expectations as well as effective cross-cultural communication so that candidates design culturally appropriate environments and instruction. Content includes the dynamics of prejudice, bias, and stereotyping.	Course: Year: Credits: University Transcript:
DOMAIN 3: Planning, implementing & Managing Instruction (3 Credits) Courses MUST support candidates in applying current research based practices to plan classroom instruction in supportive learning environments. This includes planning for learners from diverse backgrounds using standards-based ESL and content curriculum.	Course: Year: Credits: University Transcript:
DOMAIN 4: Assessment (3 Credits) Courses MUST support candidates in demonstrating the use of various assessments for a variety of purposes, understanding issues as they affect ELs such as accountability, bias, special education, language proficiency, accommodations in formal testing situations, including performance-based as well as student self-assessment.	Course: Year: Credits: University Transcript:
DOMAIN 5: Professionalism (3 Credits) Courses MUST support candidates working collaboratively with school staff and community to create a learning environment that supports and advocates for English Learners and their families. This includes knowledge of legal decisions (Lau v. Nichols) and national legislation (ESSA) and their application to the instruction of ELLs.	Course: Year: Credits: University Transcript:
DOMAIN 6: Classroom Practice Supervised Teaching (3 credits) <ul style="list-style-type: none"> - Current Teachers: minimum 45 hours - Pre-service Teachers: minimum 60 hours 	Approved Practicum course: Year: Credits: OR Documentation and evaluation from supervising administrator

Submitting the Application

1. Please print and complete the application.
2. Attach copies of original transcript(s) and/or CACTUS printouts with appropriate highlights.
3. Please do not send online copies.
4. Send the completed application (including highlighted transcripts) to:

**Utah State Office of Education:
Licensing: Endorsements
250 East 500 South
P O Box 144200
Salt Lake City, Utah 84114-4200**

For more information contact about courses:

Dr. Christelle Estrada, Ph.D.,
Title III: English learners, Refugee and Immigrant Support Specialist

christelle.estrada@schools.utah.gov

250 East 500 South - P.O. Box 144200 - Salt Lake City, UT 84114-4200

(801) 538-7888

District/Educational Services APPROVED PROGRAMS or in process of being approved*

1. Alpine School District
2. Canyons School District
3. Central Utah Education Services
4. Davis School District
5. Granite School District
6. Iron County School District
7. Jordan School District
8. Nebo School District
9. Ogden School District*
10. Park City School District
11. Provo School District
12. Salt Lake School District
13. Wasatch School District
14. Washington School District

**University ESL Endorsement Courses Approved
By the Utah State Board of Education**

Brigham Young University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	TELL 589 R	Literacy for ELLs
	TELL 589 R	SLA (Second Language Acquisition) for K-12 Schools
II. CULTURE	TELL 598	Culture, Issues, Policy for ELLS
III. INSTRUCTION	TELL 589R	ELL Content Instruction
IV. ASSESSMENT	TELL 589R	Assessment of ELLs
V. FAMILY ENGAGEMENT	TELL 589R	Family, School, and Community Collaboration
VI. INSTRUCTIONAL PRACTICE		*Within each these courses, additional independent activities are assigned in order to provide practicing teachers with experiences in immediately applying what they are learning--modifying and adjusting their teaching practices in their own teaching contexts.

Dixie State University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	ELED 3410	Language Acquisition/Cognition ESL
II. CULTURE	EDUC 2400	Foundations of Multicultural/ESL Learners
III. INSTRUCTION	EDUC 4410	Methods, Strategies & Materials for Language Arts/ ESL
	ELED 4440	Integrating Language and Content
IV. ASSESSMENT	ELED 3420	Assessment for ESL & Curriculum
V. FAMILY ENGAGEMENT	ELED 4430	Family/Parent Involvement. ESL
VI. INSTRUCTIONAL PRACTICE		INTEGRATED INTO THE INSTRUCTION COURSES

Southern Utah University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	EESL 4310/6310/ IELE 5310	Understanding Language Acquisitions and Cognition
II. CULTURE	ELED 3400/SCED 3400 EESL4300/IELE 5300	Educating Diverse/ESL Populations Foundations of ESL Education Preservice teachers are required to take either EESL 4300 or ELED/SCED 3400.
III. INSTRUCTION	EESL 4340/6340/ IELE 5340	Integrating Language Acquisitions & Content Instruction
IV. ASSESSMENT	EESL 4320/6320/IELE 5320	Assessing ESL Learners
V. FAMILY ENGAGEMENT	EESL 4350/6350/ IELE 5350	Family/Parent Involvement in Education
VI. INSTRUCTIONAL PRACTICE	EESL 4330/6330 IELE 5330	Teaching ESL Learners Methods and Materials for the Bilingual/ESL Classroom

University of Utah (one course per standard; * - course number in process of changing)

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	EDU 5200/6200 WLC 6410/6810; WLC 6410/LING 581/5180	Teacher Language Awareness L2 Methodology (Secondary/Adult)
II. CULTURE	ECS 3150 ECS 6632 ECS 5634/6634 ECS 5715/6715	Introduction to Multicultural Education Issues and Research in Multicultural Education Foundations of Bilingual Bicultural Education for Linguistically Diverse Students Urban Education
III. INSTRUCTION	ECS 5650/6650* SPED 5150/6150 LING 6812	Instructional Methods for Diverse Language Learners (K-12) Service Delivery for Students with Mild/Moderate Disabilities Content based Language Teaching (Secondary/Adult)
IV. ASSESSMENT	ECS 5645/6645 LING 5818/6818	Assessment of Linguistically Diverse Populations Second Language Test Design (Secondary/Adult)

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
V. FAMILY ENGAGEMENT	ECS 5709/6709 ECS 3180 ECS 6639/7639 FCS 3180	Building Family-School Partnerships for Youth Success Home, School, and Community Relations (Elementary) Language and Community Family, School & Community Relations
VI. INSTRUCTIONAL PRACTICE	EDU 5390/6390 EDU 5490/6490 SPED 5132/6132 EDU 6950	Elementary Practicum Secondary Practicum Field Practicum and Seminar Special Topics for In-Service Teachers

Utah State University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	TEAL 4735/6735	Systems of Language and Literacy for English Learners
II. CULTURE	TEAL 4710/6710	Diversity in Education
III. INSTRUCTION	TEAL 4770/6770	ESOL Instructional Strategies in Content Areas
IV. ASSESSMENT	TEAL 4780/6780	Assessment for Language Learners
V. FAMILY ENGAGEMENT	TEAL 6755	Family and Community Involvement
VI. INSTRUCTIONAL PRACTICE	TEAL 6785	Instructional Practices for English Learners

Utah Valley University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	EDUC 5350/6350 EDUC 5380/6380	Theories of Second Language Acquisition for Practitioners Literacy and Linguistics in English as a Second Language for Practitioners
II. CULTURE	EDUC 5360/6360	Multicultural Education for Practitioners
III. INSTRUCTION	EDUC 5340/6340	Methods of Teaching for Second Language Acquisition
IV. ASSESSMENT	EDUC 5370/6370	Assessment in English as a Second Language for Practitioners
V. FAMILY ENGAGEMENT	EDUC 5390/6390	Family and Community Involvement for Practitioners
VI. INSTRUCTIONAL PRACTICE		INTEGRATED INTO EACH COURSE

Weber State University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	EDUC 4250/MED 6250 ENGL 4420 /MENG 6420	Second Language Acquisition English Phonology and Syntax
II. CULTURE	EDUC 3205* OR EDUC 3220** MED 6020***	Culturally/Linguistically Responsive Teaching Foundations of Diversity Diversity in Education
III. INSTRUCTION	EDUC 4270/ MED 6270 ENGL 4410/ MENG 6410	Literacy Strategies for Teaching English Learners Strategies and Methodology for Teaching ESL/Bilingual
IV. ASSESSMENT	ENGL 4450/ MENG 6450	ESL/Bilingual Assessment: Theory, Methods, and Practices
V. FAMILY ENGAGEMENT	EDUC 4740 OR MED 6240*** EDUC 3205* OR EDUC 3910** EDUC 4250/ MED 6250 EDUC 4270/ MED 6270	Building Partnership with ESL/Bilingual Families Foundations of Teaching Cultural and Language Differences Culturally and Linguistically Responsive Teaching Secondary Pro Core Practicum Second Language Acquisition: Theories and Implementation Literacy Strategies for Teaching English Language Learners
VI. INSTRUCTIONAL PRACTICE	EDUC 5770 ENGL 4410/ MENG 6410	Field Experience in ESL/Bilingual Education Strategies and Methodology for Teaching ESL/Bilingual

*Elementary, ** Secondary, *** Graduate

Western Governors University

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	LPA1	Language Production, Theory and Acquisition
II. CULTURE	CUA1	Culture
III. INSTRUCTION	NNA1	Planning, Implementing, Managing Instruction
IV. ASSESSMENT	ASA1	Assessment Theory and Practice
V. FAMILY ENGAGEMENT	NMA1	Professional Role of the ELL Teacher
VI. INSTRUCTIONAL PRACTICE	ELO1 FEA1	Subject Specific Pedagogy: ELL Field Experience for ELL

Westminster College

ESL COURSE REQUIREMENTS	COURSE NUMBER	TITLE OF COURSE
I. LANGUAGE	MED 622/ TESL 322	Language Acquisition and Development
II. CULTURE	MED 621/ TESL 321	Foundations of ESOL Education
III. INSTRUCTION	MED 624/ TESL 324	Content Instruction for English Learners
IV. ASSESSMENT	MED 625/ TESL 325	Assessment for English Learners
V. FAMILY ENGAGEMENT	MED 620/ TESL 320	English Learners, Family and Community
	OR MAT	Culture, Family, and Community
VI. INSTRUCTIONAL PRACTICE	MED 623/TEL 323	Instructional Methods for English Learners