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English as a Second Language Endorsement

Application for the Utah State Board of Education

Applicant Information

Name: _____ CACTUS ID#: _____

E-mail: _____

Purpose:

A Utah educator whose primary assignment is to provide English language instruction for a student learning English shall have an ESL Endorsement (English as a Second Language), through an approved program based on the TESOL standards. Board Recommendation for multiple options for earning the ESL Endorsement are listed below as revised after the Board approved R277-716-5. The Utah ESL Endorsement is intended for K-12 educators and may be added to a Utah Educator License.

State Approved Multiple Pathways for the ESL Endorsement:

1. All Utah University Programs with coursework congruent with the FIVE TESOL standards and supervised teaching or a practicum embedded in each course.
2. District and Regional Center programs with their university partners.
3. LEA designed programs (Davis School District, Granite School District, Salt Lake School District, Jordan School District, Nebo School District).
4. USBE Approved Competency-based programs: Monticello Academy, Provo School District, Wasatch County School District, Murray School District, Tooele County School District, Park City School District, Ogden City School District, Canyons School District, Entheos Charter School, Cache County School District.
5. Testing: Praxis II (ESOL exam #5362) English to Speakers of Other Languages - Required Submission: official Praxis II Score from ETS.
6. Out-of-State Programs Meeting certification requirements from another state's program: ESL, Sheltered Instruction, SDAIE (Specifically Designed Academic Instruction in English), and CLAD (Cross-

cultural Language, and Academic Development Certificate). Required Submission: The out-of-state license with the verification is sufficient.

7. Other Approved certifications or endorsements with submission of official certificates and/or endorsements:
 - 1) Professional TESOL Certification;
 - 2) TEFL Certification (Teaching English as a Foreign Language);
 - 3) Utah's Bilingual Endorsement.

Select Endorsement Type: Please check one

This application is for a Professional Subject Specific Endorsement (ESL).

This application is for an Out of State Licensure Applicant.

This application is for an Associates License (3 courses/requirements completed and 2 years to complete 3 other requirements)

ENDORSEMENT REQUIREMENTS:

The basis of USBE approval for all competency-based programs is the TESOL standards with competency-based rubrics with both performance indicators and proficiency levels in the five domains. This includes the required supervised teaching:

- 1) Language;
- 2) Culture;
- 3) Instruction;
- 4) Assessment;
- 5) Professionalism as Community; and, Family Engagement; and,
- 6) Supervised Teaching Experience (options: 3 university credits such as student/intern teaching, or integrated into the courses as capstone projects/field work, or school administration verification letter of a semester teaching).

Instructions for Completing the Application:

1. Individual educators complete the application with evidence for how the 6 requirement areas have been met.
2. Districts and charters with approved programs will send an official verification letter of completion with each educator's name and CACTUS ID to the USBE Licensing Department.
3. Email completed application and required documentation to licensing@schools.utah.gov. Attach documentation to the email (e.g., MIDAS Transcript, certificates) and any relevant original university transcripts.

Endorsement Requirement Areas Checklist

<p>Requirement Area (Competency: TESOL Domains)</p>	<p>University Courses and Advanced Degrees in ESL Required Submission of Official Transcripts with a grade of C or better <u>Evidence:</u> If this option is used the application must include the official transcript for each course below.</p>	<p>District Approved Programs <u>Evidence:</u> The documentation submitted by the educator to the district or charter must demonstrate the educator’s knowledge, skills and dispositions to effectively teach students learning English based on the following TESOL mastery rubric for Teacher Preparation Programs. ONLY Submission Required: An official letter from the District or Charter with name of candidate and current USBE Educator ID number (CACTUS ID).</p>
<p>Language Language Acquisition and Development</p>	<p>University: _____ Course Title: _____</p>	<p>Educators understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Educators demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.</p>
<p>Culture Nature and Role of Culture</p>	<p>University: _____ Course Title: _____</p>	<p>Educators know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning. Educators know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.</p>
<p>Instruction Planning, Managing and Implementing</p>	<p>University: _____ Course Title: _____</p>	<p>Educators understand, and apply concepts, and evidence-based strategies to plan for multilevel classrooms with learners from diverse backgrounds using standards-based grade level academic content curriculum. Educators manage and implement a variety of techniques for integrating English listening, speaking, reading, and writing, to access the core curriculum with a wide range of resources, and technologies, and choose, adapt, and use them in effective well-scaffolded content teaching.</p>

<p>Assessment Standards-based</p>	<p>University: _____ Course Title: _____</p>	<p>Educators understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.</p> <p>Educators know and use a variety of performance-based assessment tools and techniques to inform instruction.</p>
<p>Professionalism Family & Community Engagement</p>	<p>University: _____ Course Title: _____</p>	<p>Educators provide support and advocate for students learning English and their families to ensure their Civil Rights and work collaboratively to improve the learning environment and serve as professional resources to build partnerships with students' families.</p> <p>Educators collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all students learning English.</p>
<p>Classroom Practice</p>	<p>University: _____ Course Title: _____</p>	<p>Supervised Teaching Experience (options: 3 university credits such as student/intern teaching, or integrated into the courses as capstone projects/field work, or school administration verification letter of a semester teaching)</p>

Applicant's Signature

I, _____, certify that the information contained in this application is true.

I have submitted any required MIDAS transcripts.

I have submitted original transcripts. Please note that copies are not acceptable. **OR** I have requested electronic transcripts to be sent directly from the university/college to transcripts@schools.utah.gov

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The application is complete and approved.

The application is incomplete and not approved for the following reason(s):

ENDORSEMENT SPECIALIST: _____ Date Reviewed and Returned to Licensing: _____