

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.

Please check one: You must have a Utah license before you apply for the ESL Endorsement.

1. ESL Endorsement _____

2. State Approved Endorsement Plan _____

To apply for an SAEP you must be teaching students learning English and already have university credits for 3 required courses (9 credits) to qualify for a 2-year completion plan.

Earning the ESL Endorsement:

R277-716-5. A Utah educator whose primary assignment is to provide English language instruction for a student learning English shall have an ESL Endorsement, through an approved program based on the TESOL standards; an advanced degree or certification in teaching English as a Second Language, including an approved competency program consistent with Board rule (R277-503-7); or a bilingual endorsement with an educator's assignment (Approved by USBE in 2019).

Included in the application are USBE approved ESL Endorsement Programs from Utah universities, Utah Regional Services Centers, school districts, charter schools, and approved out-of-state endorsement programs.

For university programs a minimum of 18 semester credits is required:

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)

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

Using original transcripts from the approved universities, **please highlight** the corresponding courses to fill out the template below for each required domain. If you have a certificate from another state just include the certificate and any relevant supporting documentation.

REQUIREMENT (NCATE STANDARDS FOR P-12 ESOL Teaching)	To Be Filled out by Candidate
Pass the Praxis: None required.	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 students 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 impact 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 students and their families. This includes knowledge of legal decisions (Lau v. Nichols) and national legislation (ESEA) and their application to the instruction of quality instruction for students learning English.	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 original transcript(s) and/or CACTUS printouts with appropriate highlights and/or state specific certificate, TESOL Certificate with any related documentation from the state where you earned the state endorsement.
3. Please do not email 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 further clarification, contact:

Dr. Christelle Estrada

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

USBE APPROVED PROGRAMS, including *competency-based:

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. Monticello Academy*
9. Nebo School District
10. Ogden School District
11. Park City School District
12. Provo School District*
13. Salt Lake School District
14. Wasatch School District
15. Washington School District

Out-of-State Approvals must include a copy of the state's official certificate.

The Arizona Board of Education requires all elementary educators in a Structured English Immersion (SEI) setting to achieve one of three endorsements:

- Structured English Immersion (SEI) endorsement
- English as a Second Language (ESL) endorsement

- Bilingual Language endorsement (BLE)

The California Commission on Teacher Credentialing

The English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development (CLAD) Certificate authorize instruction to English learners. Types of Instruction Authorized by the EL Authorization/CLAD Certificate:

- Instruction for English Language Development (ELD)
- Specially Designed Academic Instruction Delivered in English (SDAIE)

Oregon: Teacher Standards and Practices Commission: ESOL Endorsement meet Utah requirements.

Washington Department of Education: ESL Endorsement meets Utah requirements.

Florida Department of Education: ESOL Endorsement meets Utah requirements.

Nevada Department of Education: ESOL Endorsement meets Utah requirements.

**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 4310/5310/6310	Understanding Language Acquisitions and Cognition (4310) /Theories for the Acquisition of a Second Language (5310/6310)
II. CULTURE	ELED/SCED/EDUC 3400 (Undergraduate)	Schools, Society, & Diversity
	EDUC 5710/6710 (School district and Graduate level)	Multicultural Education
III. INSTRUCTION	EESL 4340/5340/6340	Integrating Language Acquisitions & Content Instruction
	EESL 4330/5330/6330	Teaching ESL Learners (4330)/ Developing Curriculum for Pupils Studying ESL (5330/6330)
IV. ASSESSMENT	EESL 4320/5320/6320	Assessing ESL Learners (4320)/ Testing and Evaluation of Pupils Studying ESL (5320/6320)
V. FAMILY ENGAGEMENT	FLHD 4350/5350/6350 (EESL 4350/5350/6350)	Family/Parent Involvement in Education
VI. INSTRUCTIONAL PRACTICE	Integrated into EESL 4320/5320/6320, EESL 4330/5330/6330, and EESL 4340/5340/6340	

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**	Building Partnership with ESL/Bilingual Families Foundations of Teaching Cultural and Language Differences Culturally and Linguistically Responsive Teaching Secondary Pro Core Practicum

	EDUC 4250/ MED 6250	Second Language Acquisition: Theories and Implementation
	EDUC 4270/ MED 6270	Literacy Strategies for Teaching English Language Learners
VI. INSTRUCTIONAL PRACTICE	EDUC 5770	Field Experience in ESL/Bilingual Education
	ENGL 4410/ MENG 6410	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