

Application for 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.

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. Submit ORIGINAL transcript(s). Please check ONE:
____ Include original/official transcript(s) with the relevant courses highlighted in yellow. They do not need to be sealed in the envelop, but they do need to be **originals**, on the university/college paper. Photocopies or transcripts you have electronically received will not be accepted.

____ Send electronic transcripts to: transcripts@schools.utah.gov
We will accept electronic transcripts only if they are sent directly from the university/college through a transcript clearinghouse. Electronic transcripts should be emailed before you submit your completed application.
3. Attach original 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.
4. Mail the completed application to:
Utah State Board of Education:
Licensing - Endorsements
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

Contact Information at Utah State Board of Education Title III Website

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.

Approved University Endorsement Courses

Brigham Young University

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Literacy for ELLs SLA (Second Language Acquisition) for K-12 Schools
II. CULTURE	Culture, Issues, Policy for ELLS
III. INSTRUCTION	ELL Content Instruction
IV. ASSESSMENT	Assessment of ELLs
V. FAMILY ENGAGEMENT	Family, School, and Community Collaboration
VI. INSTRUCTIONAL PRACTICE	Integrated into courses

Dixie State University

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Language Acquisition/Cognition ESL

II.	CULTURE	Foundations of Multicultural/ESL Learners
III.	INSTRUCTION	Methods, Strategies & Materials for Language Arts/ ESL Integrating Language and Content
IV.	ASSESSMENT	Assessment for ESL & Curriculum
V.	FAMILY ENGAGEMENT	Family/Parent Involvement. ESL
VI.	INSTRUCTIONAL PRACTICE	Integrated into courses

Southern Utah University

ESL COURSE REQUIREMENTS		TITLE OF COURSE
I.	LANGUAGE	Understanding Language Acquisitions and Cognition (4310) /Theories for the Acquisition of a Second Language (5310/6310)
II.	CULTURE	Schools, Society, & Diversity Multicultural Education
III.	INSTRUCTION	Integrating Language Acquisitions & Content Instruction Teaching ESL Learners (4330)/ Developing Curriculum for Pupils Studying ESL (5330/6330)
IV.	ASSESSMENT	Assessing ESL Learners (4320)/ Testing and Evaluation of Pupils Studying ESL (5320/6320)
V.	FAMILY ENGAGEMENT	Family/Parent Involvement in Education
VI.	INSTRUCTIONAL PRACTICE	Integrated into courses

University of Utah

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Teacher Language Awareness L2 Methodology (Secondary/Adult)
II. CULTURE	Introduction to Multicultural Education Issues and Research in Multicultural Education Foundations of Bilingual Bicultural Education for Linguistically Diverse Students Urban Education
III. INSTRUCTION	Instructional Methods for Diverse Language Learners (K-12) Service Delivery for Students with Mild/Moderate Disabilities Content based Language Teaching (Secondary/Adult)
IV. ASSESSMENT	Assessment of Linguistically Diverse Populations Second Language Test Design (Secondary/Adult)
V. FAMILY ENGAGEMENT	Building Family-School Partnerships for Youth Success Home, School, and Community Relations (Elementary) Language and Community Family, School & Community Relations
VI. INSTRUCTIONAL PRACTICE	Elementary Practicum Secondary Practicum Field Practicum and Seminar Special Topics for In-Service Teachers

Utah State University

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Systems of Language and Literacy for English Learners
II. CULTURE	Diversity in Education
III. INSTRUCTION	ESOL Instructional Strategies in Content Areas
IV. ASSESSMENT	Assessment for Language Learners
V. FAMILY ENGAGEMENT	Family and Community Involvement
VI. INSTRUCTIONAL PRACTICE	Instructional Practices for English Learners

Utah Valley University

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Theories of Second Language Acquisition for Practitioners Literacy and Linguistics in English as a Second Language for Practitioners
II. CULTURE	Multicultural Education for Practitioners
III. INSTRUCTION	Methods of Teaching for Second Language Acquisition
IV. ASSESSMENT	Assessment in English as a Second Language for Practitioners
V. FAMILY ENGAGEMENT	Family and Community Involvement for Practitioners
VI. INSTRUCTIONAL PRACTICE	Integrated into courses

Weber State University

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Second Language Acquisition English Phonology and Syntax
II. CULTURE	Culturally/Linguistically Responsive Teaching Foundations of Diversity Diversity in Education
III. INSTRUCTION	Literacy Strategies for Teaching English Learners Strategies and Methodology for Teaching ESL/Bilingual
IV. ASSESSMENT	ESL/Bilingual Assessment: Theory, Methods, and Practices
V. FAMILY ENGAGEMENT	Building Partnerships with ESI/Bilingual Families
VI. INSTRUCTIONAL PRACTICE	Field Experience in ESL/Bilingual Education

Western Governors University

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

Westminster College

ESL COURSE REQUIREMENTS	TITLE OF COURSE
I. LANGUAGE	Language Acquisition and Development
II. CULTURE	Foundations of ESOL Education
III. INSTRUCTION	Content Instruction for English Learners
IV. ASSESSMENT	Assessment for English Learners
V. FAMILY ENGAGEMENT	English Learners, Family and Community Culture, Family, and Community
VI. INSTRUCTIONAL PRACTICE	Instructional Methods for English Learners