**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Transcript Review Worksheet**

**Endorsement #40 – English Language Learners**

**Instructional Level Options: PK-6, 7-12, or PK-12**

*The holder is authorized to provide instruction in English language development to English language learners (ELLs) and to support the learning of ELL students in all content areas through collaboration with teachers, administrators, and parents. The holder is authorized to teach grades PK-6, 7-12, or PK-12 as specified on the endorsement.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content** **Topic** | **College/****University** | **Course****Name/Number** |
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| **Language**  |  |  |
| Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs) develop language and literacy in order to achieve in the content areas. |  |  |
| Teachers demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and teachers understand the English language system from a non-native perspective. Teachers use this knowledge to support ELLs as they acquire English language reading, writing, listening, and speaking in order to achieve in the content areas. |  |  |
| Teachers understand and apply theories and research in language acquisition to support target students’ English language and literacy learning and content-area achievement across different age and developmental levels and diverse cultural groups. |  |  |
| Teachers understand theories of emergent and content literacy development and the relationship of oral language development to reading and writing development; sociolinguistic competence |  |  |
| Teachers understand approaches to distinguishing between language learning issues and learning disabilities |  |  |
| **Culture** |  |  |
| Teachers demonstrate an appreciation in, respect for, and desire to learn more about other cultures. Additionally, they share their knowledge of cultural diversity with peers to help all in the school understand how to better reach students from all backgrounds. |  |  |
| How race, culture and the acculturation process impact students' perceptions, learning styles, and affective needs at different age (developmental) levels |  |  |
| The history and contributions of various cultural and ethnic groups currently in the Vermont school communities  |  |  |
| The origins and nature of cultural bias and stereotyping  |  |  |
| Their own cultural and racial identity and how that can impact their interactions with others  |  |  |
| Issues that affect refugee and SLIFE students (trauma, poverty, etc.) and how they impact student learning  |  |  |
| Work with school staff, local community members and organizations, parents and non-ELL students to educate them about cultural diversity in their school communities  |  |  |
| Address prejudice and cultural bias in teaching materials, school communities and school practices  |  |  |
| Effectively involve linguistically and culturally diverse parents in their children’s schooling  |  |  |
| Effectively interact with interpreters and other agencies to communicate with and support linguistically and culturally diverse families  |  |  |
| Actively engage ELL and non-ELL students in promoting and celebrating cultural diversity in the school community  |  |  |

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| **Planning, Implementing, and Managing Instruction** |  |  |  |  |
| Teachers know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ELL and content curriculum.  |  |  |  |  |
| Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ELL’s access to the core curriculum by teaching language through academic content.  |  |  |  |  |
| Teachers are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ELL and content teaching.  |  |  |  |  |
| **Assessment**  |  |  |  |  |
| Teachers demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs. |  |  |  |  |
| Teachers demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias and cultural sensitivity, and first language impact on assessment results. They demonstrate knowledge of federal and state procedures for ELLs, special education testing, literacy assessments, and testing accommodations (as well as the necessity of communication with parents) in formal testing situations.  |  |  |  |  |
| Teachers know and can use a variety of assessment tools and techniques. Teachers effectively collect, organize and analyze data to track growth and inform instruction. Teachers collaborate with general education teachers to adapt/create scaffolded assessment tools for ELLs and to inform future intervention and instruction. |  |  |  |  |
| Teachers coordinate with interpreters/translators to accurately assess students' content area skills for initial placement.  |  |  |  |  |

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| **Professionalism and Dispositions**  |  |  |  |  |
| Teachers keep current with new instructional techniques, research results, advances in the ELL field, and education policy issues and demonstrate knowledge of the history of ELL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families. |  |  |  |  |
| Teachers exhibit dispositions of particular relevance to serving ELL students, including:  |  |  |  |  |
| Service as a community resource and advocate for ELLs  |  |  |  |  |
| Technological expertise that will enable them to facilitate evolving testing demands as well as the ability to instruct English Language Learners in the use of testing technology  |  |  |  |  |
| Scheduling, organizational, collaboration, and communication skills  |  |  |  |  |
| Facilitation of adult peer learning  |  |  |  |  |
| **Program Planning, Consultation, and Coordination**  |  |  |  |  |
| Teachers are knowledgeable about Federal and state legal requirements and guidelines relevant to the education of ELL students and collaborate with district and school administrators and other personnel to meet these requirements (including, but not limited to, Lau guidelines, interpretation, meaningful language access).  |  |  |  |  |
| Teachers collaborate with district and school administrators, classroom teachers, and other school personnel to develop systems and structures to ensure that ELL students have full access to academic and social opportunities.  |  |  |  |  |

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| **Additional Requirements:** |  |  |  |  |
| A minimum of a practicum, or the equivalent, in English Language Learner at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in English as a Language Learner at **both** the PK-6 **and** 7-12 instructional levels is required. |  |  |  |  |
| Passing Score on the English Language Learner PRAXIS II Test. English to Speakers of Other Languages (ESOL) Test Code: 5362 |  |  |  |  |