

Appendix C: Utah State Board of Education Standards for the ESL Endorsement

BYU K-12 TESOL Learning Outcomes

Standard	Elements	
1: Language/Linguistics <ul style="list-style-type: none"> · know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy. · knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development. (footnote language and definition) 	Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	
	Employ theories of acquisition of a primary and new language in instruction.	
	Employ theories of first and second language acquisition in teaching literacy	
	Employ theories of first and second language acquisition in teaching content area subjects.	
2: Cultural Diversity <ul style="list-style-type: none"> · know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups. · create a learning environment that is sensitive to and supportive of English language learner's cultural identities, language and literacy development, and content area knowledge. 	Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.	
	Interpret the historical context of diversity and *discrimination and evaluate how it impacts current practices	
	Demonstrate how culture affects language development and academic achievement.	
	Understand and apply knowledge of how cultural identities impact language learning and school success	

	by creating an environment that is inclusive of all students.	
3: Instruction know, understand, and use the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.	Use language and content objectives in teaching standards-based ESL instruction and the Utah Core Curriculum.	
	Demonstrate ability to plan standards-based ESL and content instruction.	
	Demonstrate ability to manage and implement standards-based ESL and content instruction	
	Employ a variety of strategies, materials and resources in standards-based ESL and content instruction	
	Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their instruction.	
	Synthesize ESL research and history and apply it in practice.	
	Collaborate with colleagues and stakeholders to improve English language learning.	
4: Assessment Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction	Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.	
	Understand how to select and administer norm-referenced language proficiency instruments.	
	Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	

Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.

Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.

5: (2 Credits) Family and Community Involvement

Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments.

Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.

Employ strategies to empower parents/families to participate in their child's education.

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

Demonstrate knowledge of how to use family and community members as a resource in learning.



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