



# ESL Standards Proficient Instructor Training

## SPRING 2019

WIOA requires all states to adopt rigorous academic content standards. The Illinois Community College Board (ICCB) has been involved in the national College and Career Readiness Standards-In-Action (CCR/SIA) project. The ICCB’s goal is to have CCR-trained instructors and CCR-aligned instruction in each program. The Illinois ESL Content Standards were expanded in FY17 to include the CCR Standards.

ICCB has developed an Instructional Staff Professional Pathway system to help instructors gain skills and strengthen programming while acquiring state-recognized credentials. The ESL Instructional Staff Professional Pathway can be found at the end of this document.

Training on the CCR Standards is part of the credential requirements for ESL Standards Proficient Instructors and for ESL Specialists.

### What is included in this training?

*ESL Standards Proficient Instructor Training* uses a hybrid format and consists of the five components shown below. Training participants will receive a certificate with 20 professional development hours once all parts have been completed. Upon approval of the culminating assignment, training participants will be issued an ALRC certificate with 20 PD hours along with a state-recognized credential certificate from the ICCB.

<b>ESL Standards Proficient Instructor Training Five Components</b>	<b>Hours</b>
<i>Introduction to ESL Standards</i> online course through iLEARN <i>Must be completed 7 days prior to Training Day One</i>	6
Training Day One (face-to-face)	5
Interim assignment	2
Training Day Two (face-to-face)	5
Final Assignment	2
Total Hours	20

### Who should attend?

ESL instructors and program administrators may attend. Although this training does not focus on ESL curriculum development, a first step toward standards-based ESL curriculum work is to become familiar with the revised Illinois ESL Content Standards. Staff and faculty responsible for curriculum development should attend.

### What is the eligibility criteria?

All ESL instructors registering for this training must be “ESL Preferred Instructors” as described on the ESL Instructional Staff Professional Pathway:

- Proficiency in oral and written English
- Technology/Digital Literacy proficiency
- Training or coursework in ESL teaching methodology (see attached)
- Completion of professional development relevant to ESL
- Experience with English language learners

Program administrators must sign each instructor’s registration form to indicate that their eligibility has been verified. More information on eligibility is on page 4.

## Spring 2019 ESL Standards Proficient Instructor Training

Space is limited. Registrations will be processed on a first-come basis. Once capacity is reached, registration will be closed.

Information on accessing the online prerequisite course will be sent once registrations are processed. Participants may take the online *Introduction to ESL Standards* course together or individually. All participants, whether administrators or instructors, must complete the online prerequisite course one week prior to Day One of in-person training.

Spring 2019 Cohort 1 College of DuPage Glen Ellyn	Spring 2019 Cohort 2 Literacenter, 641 W. Lake Street Chicago
<p><b>Completion Deadline: April 5, 2019</b> <i>Introduction to ESL Standards Online Course</i></p> <p><b>Saturday, April 13, 2019</b> Day 1: Face-to-face training 9:30 a.m. – 3:30 p.m.</p> <p><b>Saturday, April 27, 2019</b> Day 2: Face-to-face training 9:30 a.m. – 3:30 p.m.</p> <p><b>Final Assignment Due May 18, 2019*</b></p> <p><small>*Final assignments will be accepted after this date if needed, due to participants' teaching schedules.</small></p>	<p><b>Completion Deadline: April 26, 2019</b> <i>Introduction to ESL Standards Online Course</i></p> <p><b>Friday, May 3, 2019</b> Day 1: Face-to-face training 9:30 a.m. – 3:30 p.m.</p> <p><b>Friday, May 17, 2019</b> Day 2: Face-to-face training 9:30 a.m. – 3:30 p.m.</p> <p><b>Final Assignment Due June 15, 2019*</b></p> <p><small>*Final assignments will be accepted after this date if needed, due to participants' teaching schedules.</small></p>
<b>20 Professional Development Hours</b>	

Lunch will not be provided. Participants should bring a lunch or carry out from a nearby fast food restaurant.

TRAINING GOAL: Participants will be able to use the 2017 Illinois ESL Content Standards to develop rigorous, standards-based ESL lessons that accelerate ELLs' transitions to postsecondary education or job training.

## ESL Standards Proficient Instructor Training: Registration Form

*Please complete one form for each person attending.  
Only registrations with ALL required information provided will be processed.*

<b>PERSONAL INFORMATION</b>	<b>Please type or print clearly.</b>
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<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>	<i>Maiden Name (if applicable)</i>
<i>Home Address (required)</i>		<i>City</i>	<i>State    Zip Code</i>
<i>Daytime Phone Number</i>		<i>Cell Phone Number</i>	
<i>Email Address (required)</i>		<i>IEIN Number (if applicable)</i>	

<b>EMPLOYMENT INFORMATION</b>
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<i>Organization Name</i>	<i>Position (Check one):</i> <input type="checkbox"/> <i>Administrator/Program Director</i> <input type="checkbox"/> <i>Coordinator/Lead Teacher</i> <input type="checkbox"/> <i>Instructor</i> <input type="checkbox"/> <i>Curriculum Developer</i>
<i>Organization Address</i>	
<i>City</i>	<i>State    Zip Code    Years in Adult Education ESL _____</i>

Dates	Event Title	Event ID #	Location	Fee
<input type="checkbox"/> April 13 & 27, 2019	ESL Standards Proficient Instructor Training Spring 2019 Cohort 1	196103045	College of DuPage 425 Fawell Blvd. Homeland Security Training Center (HTC), Room 1001 Glen Ellyn, IL	No fee
<input type="checkbox"/> May 3 & 17, 2019	ESL Standards Proficient Instructor Training Spring 2019 Cohort 2	196103046	Literacenter 641 W. Lake Street Chicago, IL	No fee

<b>VERIFICATION OF INSTRUCTOR ELIGIBILITY</b>
_____ <i>I confirm that the person named above has met the five eligibility criteria for ESL Preferred Instructor (see p. 4).</i>
Administrator's Name _____
Title _____
Signature _____ Date _____

Mail, email or fax this completed registration form to:  
Mónica Mazur, The Center/ALRC, 2626 S. Clearbrook Dr., Arlington Heights, IL 60005  
Fax: (847) 378-6225, Email: [mmazur@cntrmail.org](mailto:mmazur@cntrmail.org)  
Call Mónica Mazur at 224-366-8500 for registration information.

## Eligibility Requirements to Attend ESL Standards Proficient Instructor Training

*ESL Standards Proficient Instructor Training* participants must be “ESL Preferred Instructors” as described on the ESL Instructional Staff Professional Pathway (see pp. 5-8). They must meet the five criteria listed below before participating in ESL Standards Proficient Instructor Training. Program administrators are responsible for verifying that instructors meet these eligibility requirements before registering for training. The checklist below can be used to determine if instructors have met the criteria. It is recommended that administrators maintain a system within their institution for keeping evidence of eligibility.

- 1. Proficiency in oral and written English
- 2. Technology/Digital Literacy proficiency
- 3. Completion of professional development relevant to ESL
- 4. Experience with English language learners
- 5. Training or coursework in ESL teaching methodology ([see information below](#))

### Methodology Requirement for “ESL Preferred Instructor”

ESL Instructors can meet the ESL methodology requirement for “ESL Preferred Instructor” with one of the four following credential options:

Option 1: MA TESOL

Option 2: ESL Endorsement on K-12 state teaching license

Option 3: ESL Certificate from a recognized institution of higher education

Option 4: Two Online Courses from LINCS: *Second Language Acquisition* and *Principles of Second Language Teaching* (see below)

ESL instructors may take the following two LINCS online courses to meet the methodology requirement. Both courses are required to meet the ESL methodology requirement. These courses are based on current research and practice in the field of adult ESL and provide a strong foundation for effective ESL instruction. The first course addresses second language acquisition, methodology, and how languages are taught and learned. It lays the foundation for the second course which further addresses ESL methodology, in particular communicative language teaching, which is the evidence-based method widely used in adult ESL programs.

The courses can be accessed online at <https://lincs.ed.gov/> (select “Learning Portal” at the top of the home page). The courses are free and certificates with PD hours are generated by LINCS upon completion of the courses.

#### 1. **Second Language Acquisition: Myths, Beliefs, and What the Research Shows**

(ELL-U OC01)

This 2-hour methodology course offers participants introductory, research-based information on second language acquisition (SLA) by exploring common myths and beliefs about how languages are taught and learned. This course will counter or clarify popular views about SLA and help course participants examine, develop, challenge, and support their knowledge and beliefs about how adults learn a new language. Since this course focuses specific attention on SLA issues relevant to the population of learners served in adult ESL classes, teachers will gain practical knowledge that can be immediately put into practice.

#### 2. **Principles of Second Language Teaching: Planning, Implementing, and Managing Instruction**

(ELL-U OC05)

This 3.5 hour methodology course provides an overview of the basics of planning, implementing, and managing instruction in classrooms with adult ELLs. The course is organized into three key components in teaching adult ELLs: 1) know the communicative needs of students 2) plan lessons that integrate communication skills with academic, life skills, work-readiness, and civics content, and 3) implement student-centered instruction practices and classroom management strategies.

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## Adult Education & Literacy

### ESL Instructional Staff Professional Pathway

Movement from one level to the next (e.g., Preferred Instructor to Standards Proficient Instructor) is contingent on meeting minimum requirements of the previous column. Therefore, all potential responsibilities and tasks accumulate as one navigates the pathway. To begin the pathway, an instructor must meet all following criteria under Preferred Instructor below.

All adult education instructors are required to have a BS/BA degree in education or related field (excluding CTE-only instructors). All new teachers are required to complete the online New Teacher Orientation course within 6 months of hire and within the fiscal year the online NTO was started.

REQUIREMENTS	ESL PREFERRED INSTRUCTOR	ESL STANDARDS PROFICIENT INSTRUCTOR	ESL SPECIALIST	ESL MASTER TEACHER
<b>Skills and Knowledge</b>	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> <li>▪ Proficiency in oral and written English</li> <li>▪ Technology/Digital Literacy proficiency</li> <li>▪ Experience with nonnative English speakers</li> <li>▪ Training or coursework in ESL methodology</li> <li>▪ Completion of professional development relevant to ESL</li> </ul> <p>OR:</p> <ul style="list-style-type: none"> <li>▪ M.A. in TESOL/Applied Linguistics</li> </ul>	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> <li>▪ Successful completion and application of the following content-specific professional development in ESL:               <ul style="list-style-type: none"> <li>○ ESL Standards Foundations Course</li> <li>○ CCR Innovation – Creating ESL Standards-Aligned Lessons &amp; Conducting an ESL Lesson Study</li> <li>○ CCR Innovation – Focusing on ESL Assignments and Student Work</li> </ul> </li> </ul> <p><b><u>Adult Education Teaching Experience</u></b> At least one year of teaching experience in ESL is <u>required</u>.</p>	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> <li>▪ At least 2 years of adult education ESL teaching experience</li> <li>▪ Present at ESL-related conferences, workshops or other appropriate trainings</li> <li>▪ Demonstrated knowledge of ESL assessment practices</li> <li>▪ Membership and active involvement in ESL-related professional association(s)</li> <li>▪ Successful completion and application of the following:               <ul style="list-style-type: none"> <li>▪ CCR Innovation – Analyzing Alignment of ESL Resources</li> <li>▪ CCR Innovation – Revising an ESL Resource to Improve Alignment to the Illinois ESL Content Standards</li> <li>▪ CCR Innovation –</li> </ul> </li> </ul>	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> <li>▪ At least 3 years of adult education ESL teaching experience</li> <li>▪ Data documented increased ESL student outcomes</li> <li>▪ Standards-based ESL lesson planning expertise</li> <li>▪ Ability to model and articulate effective ESL teaching practices</li> <li>▪ Ability to provide instructional leadership activities</li> </ul>

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REQUIREMENTS	ESL PREFERRED INSTRUCTOR	ESL STANDARDS PROFICIENT INSTRUCTOR	ESL SPECIALIST	ESL MASTER TEACHER
			<p style="text-align: center;">Observing the Illinois ESL Content Standards- in-Action</p> <p><b><u>Subject Matter Competency</u></b>            At least <u>one</u> of the following            criteria must be met:</p> <ul style="list-style-type: none"> <li>▪ Demonstration of competency in teaching adult ESL</li> <li>▪ M.A. in TESOL or related area</li> <li>▪ ESL endorsement to K-12 teacher license</li> </ul>	

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<b>Potential responsibilities and tasks</b>	<p><b><u>Preparation</u></b></p> <ul style="list-style-type: none"> <li>▪ Develops the course syllabus</li> <li>▪ Creates lesson plans that meet curricular requirements for assigned classes</li> </ul> <p><b><u>Instruction/Classroom Management</u></b></p> <ul style="list-style-type: none"> <li>▪ Uses appropriate standards and methodologies for ESL instruction</li> <li>▪ Utilizes various instructional methods to meet the needs of all learners; e.g., culturally sensitive approaches that acknowledge and support diverse language and cultural backgrounds, Special Learning Needs (SLN) for English as a Second Language (ESL) approaches for students with various learning styles, EBRI for reading instruction at appropriate ESL levels, and Bridge/transitions approaches at appropriate ESL levels.</li> <li>▪ Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students</li> </ul> <p><b><u>Evaluation of Student Progress</u></b></p> <ul style="list-style-type: none"> <li>▪ Monitors and documents student progress through varied formal and informal assessments and provide follow up and/or referral as needed</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>▪ Incorporates technology skills into instruction to assist students in becoming proficient technology users</li> </ul>		<p><b><u>Curriculum Work</u></b></p> <ul style="list-style-type: none"> <li>▪ Assists in ESL curriculum development</li> <li>▪ Evaluates, aligns and recommends appropriate ESL-related instructional materials</li> <li>▪ Develops appropriate ESL instructional materials</li> </ul> <p><b><u>Supporting Instruction</u></b></p> <ul style="list-style-type: none"> <li>▪ Assists other content instructors, as appropriate</li> <li>▪ Participates in peer mentoring or peer coaching activities</li> <li>▪ Provides observation and feedback on integration of standards-based instruction</li> </ul>	<p><b><u>Curriculum Work</u></b></p> <ul style="list-style-type: none"> <li>▪ Leads or participates in ESL curriculum development</li> </ul> <p><b><u>Supporting Instructors</u></b></p> <ul style="list-style-type: none"> <li>▪ Consults teacher to teacher, as appropriate</li> <li>▪ Helps ESL instructors select, adapt and customize instructional resources</li> <li>▪ Supports ESL Content Specialist(s) with mentoring, observations and/or professional development</li> </ul>

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REQUIREMENTS	ESL PREFERRED INSTRUCTOR	ESL STANDARDS PROFICIENT INSTRUCTOR	ESL SPECIALIST	ESL MASTER TEACHER
	<p><b><u>Recordkeeping</u></b></p> <ul style="list-style-type: none"> <li>▪ In accordance with local program policies, maintains accurate, current, and complete records for each student (e.g., attendance, pre and post testing, NRS outcomes, primary/secondary goals, separation, achievement data)</li> <li>▪ Provides clear instructions, lesson plans and materials for substitutes</li> </ul> <p><b><u>Supporting Students</u></b></p> <ul style="list-style-type: none"> <li>• Assists in counseling and guidance with emphasis on maximum progress of participants and successful transition to the next level with the goal of entering post-secondary education or the workplace</li> </ul> <p><b><u>Teacher Collaboration</u></b></p> <ul style="list-style-type: none"> <li>▪ Works collaboratively with other ESL and ABE/ASE instructors</li> <li>▪ Coordinates program activities with other staff to maximize instructional effectiveness</li> </ul>		<p><b><u>Programmatic Development &amp; Support</u></b></p> <ul style="list-style-type: none"> <li>▪ Participates on ESL specific committees, teams, working groups, study groups, etc.</li> <li>▪ Supports ESL instructional staff through mentoring, observations and/or standards-based training</li> <li>▪ Serves in advisory capacity to ICCB as requested</li> </ul>	<p><b><u>Programmatic Development &amp; Support</u></b></p> <ul style="list-style-type: none"> <li>▪ Supports administration in activities to strengthen ESL instructional program</li> <li>▪ Assists in program evaluation activities</li> <li>▪ Contributes to designing professional development plan for ESL instruction</li> <li>▪ Assists in identification and establishment of appropriate professional growth opportunities for ESL staff</li> </ul>