



ESL Standards Proficient Instructor Training

FY2020: Fall 2019 and Spring 2020

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. ICCB requires this training of all ESL instructors.

What is included in this training?

ESL Standards Proficient Instructor Training uses a hybrid format and consists of the components shown below. Training participants will receive a certificate with 14 professional development hours once all parts have been completed. Upon approval of the culminating assignment, training participants will be issued an ALRC certificate with 14 PD hours along with a state-recognized credential certificate from the ICCB.

<i>ESL Standards Proficient Instructor Training Three Components</i>	Hours
<i>Introduction to ESL Standards</i> online course through iLEARN <i>Must be completed 7 days prior to Training Day One</i>	5
Face-to-Face Training (1 full day) or 2 live webinars	6
Final Assignment	3
Total Hours	14

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 (see pathway document on pp. 5-7):

- Proficiency in oral and written English
- Technology/Digital Literacy proficiency
- Training or coursework in ESL teaching methodology (see p. 2)
- 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 2.

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. 5-7). 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)

Option 4: To meet the methodology requirement ESL, instructors may take the two LINCS online courses listed below. 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. The second course further addresses ESL methodology, in particular communicative language teaching, which is the evidence-based method widely used in adult ESL programs. **NOTE: THESE 2 COURSES ARE NOT THE SAME AS THE ILEARN COURSE “INTRODUCTION TO ESL STANDARDS” WHICH IS THE FIRST PART OF THE ESL STANDARDS PROFICIENT INSTRUCTOR TRAINING.**

The courses can be accessed online at any time 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.

FY2021 ESL Standards Proficient Instructor Training

Training will be held fully virtually in Fall 2020. The day of in-person training will be held via two live webinars.

Fall 2020 Training Schedule

Training dates will be set to accommodate people who were registered for training in Spring 2020 but were unable to attend due to the COVID-19 shutdown. If space is available, these training cohorts will be opened and announced to the field.

Spring 2021 Training Schedule

Depending on Illinois' and ICCB's COVID-19 policies, training will be scheduled for either hybrid or all-virtual delivery. Multiple cohorts will be scheduled and announced to the field.

Please contact Laurie Martin, Adult Learning Resource Center, lmartin@cntrmail.org for more information.

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Adult Education & Literacy

ESL Instructional Staff Professional Pathway

ESL

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
Skills and Knowledge	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Proficiency in oral and written English ▪ Technology/Digital Literacy proficiency ▪ Experience with nonnative English speakers ▪ Training or coursework in ESL methodology ▪ Completion of professional development relevant to ESL <p style="text-align: center;">OR:</p> <ul style="list-style-type: none"> ▪ M.A. in TESOL/Applied Linguistics 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Successful completion and application of the ESL Standards Proficient Instructor (ESPI) Training: <ul style="list-style-type: none"> ○ Introductory online course ○ One day in-person training on analyzing and developing standards-aligned lessons ○ Classroom application activities ▪ Adult Education Teaching Experience: At least one year of teaching experience in ESL is required. 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 2 years of adult education ESL teaching experience ▪ Present at ESL-related conferences, workshops or other appropriate trainings ▪ Demonstrated knowledge of ESL assessment practices ▪ Successful completion and application of the ESL Specialist Training: <ul style="list-style-type: none"> ○ Implementing standards-aligned lessons ○ Observing the IL ESL Content Standards in action <p><u>Subject Matter Competency</u> <u>At least one</u> of the following must be met:</p> <ul style="list-style-type: none"> ▪ Demonstration of competency in teaching adult ESL ▪ M.A. in TESOL or related area ▪ ESL endorsement to K-12 teacher license 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 3 years of adult education ESL teaching experience ▪ Data documented increased ESL student outcomes ▪ Standards-based ESL lesson planning expertise ▪ Ability to model and articulate effective ESL teaching practices ▪ Ability to provide instructional leadership activities

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	ESL PREFERRED INSTRUCTOR	ESL STANDARDS PROFICIENT INSTRUCTOR	ESL SPECIALIST	ESL MASTER TEACHER	
Potential Responsibilities and Tasks	<p><u>Preparation</u></p> <ul style="list-style-type: none"> ▪ Develops the course syllabus ▪ Creates lesson plans that meet curricular requirements for assigned classes <p><u>Instruction/Classroom Management</u></p> <ul style="list-style-type: none"> ▪ Uses appropriate standards and methodologies for ESL instruction ▪ 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. ▪ Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students <p><u>Evaluation of Student Progress</u></p> <ul style="list-style-type: none"> ▪ Monitors and documents student progress through varied formal and informal assessments and provide follow up and/or referral as needed <p><u>Technology</u></p> <ul style="list-style-type: none"> ▪ Incorporates technology skills into instruction to assist students in becoming proficient technology users 		<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Assists in ESL curriculum development ▪ Evaluates, aligns and recommends appropriate ESL-related instructional materials ▪ Develops appropriate ESL instructional materials <p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ Assists other content instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on integration of standards-based instruction 		<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in ESL curriculum development <p><u>Supporting Instructors</u></p> <ul style="list-style-type: none"> ▪ Consults teacher to teacher, as appropriate ▪ Helps ESL instructors select, adapt and customize instructional resources ▪ Supports ESL Content Specialist(s) with mentoring, observations and/or professional development

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Potential Responsibilities and Tasks, continued	<p><u>Recordkeeping</u></p> <ul style="list-style-type: none"> ▪ 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) ▪ Provides clear instructions, lesson plans and materials for substitutes <p><u>Supporting Students</u></p> <ul style="list-style-type: none"> • 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 <p><u>Teacher Collaboration</u></p> <ul style="list-style-type: none"> ▪ Works collaboratively with other ESL and ABE/ASE instructors ▪ Coordinates program activities with other staff to maximize instructional effectiveness 		<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on ESL specific committees, teams, working groups, study groups, etc. ▪ Supports ESL instructional staff through mentoring, observations and/or standards-based training ▪ Serves in advisory capacity to ICCB as requested 	<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Supports administration in activities to strengthen ESL instructional program ▪ Assists in program evaluation activities ▪ Contributes to designing professional development plan for ESL instruction ▪ Assists in identification and establishment of appropriate professional growth opportunities for ESL staff