



ESL Standards Proficient Instructor Training

Spring 2021

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 College and Career Readiness (CCR) Standards is part of the credential requirements for ESL Standards Proficient Instructors. ICCB requires this training of all ESL instructors.

What is included in this training?

ESL Standards Proficient Instructor Training consists of the components shown below. Training participants will receive certificates with professional development hours upon completion of each component, totaling 14 PD hours. Upon approval of the culminating assignment, training participants will be issued a state-recognized credential certificate from the ICCB.

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

What is the eligibility criteria?

ESL Standards Proficient Instructor Training participants must be “ESL Preferred Instructors” as described on the ESL Instructional Staff Professional Pathway (see pp. 3-5). 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 next page](#))

Eligibility Requirements to Attend ESL Standards Proficient Instructor Training

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 degree

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

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

Option 4: [iLEARN course *ESL Methodology*](#). This course is separate from the *Introduction to ESL Standards* course that is the first part of ESL Standards Proficient Instructor Training.

Note: The *ESL Methodology* course is new this year in iLEARN. The two LINCS courses that could previously be used to meet the ESL methodology requirement are no longer available.

SPRING 2021 ESL Standards Proficient Instructor Training

Registration Process

1. Register using the links in the chart below.
2. Upon receipt of your registration, the ALRC will contact your program administrator for verification that you meet all the qualifications and are eligible for this training.
3. Once we receive this verification, your registration will be approved and you will receive an email confirmation.

Spring 2021 Training Schedule

Cohort	Online Course Deadline	Live Webinar Dates*	Times	Registration Link
Cohort 5	February 26	Saturdays March 6 & 13	9:00 am-12:00 pm each day	REGISTRATION IS CLOSED
Cohort 6	April 2	Fridays April 9 & 16	1:00 – 4:00 pm each day	REGISTRATION IS CLOSED
Cohort 7	April 16	Fridays April 23 & 30	1:00 – 4:00 pm each day	https://www.cvent.com/d/cjq7nf REGISTRATION DEADLINE: April 8

*Both webinars must be attended in order to receive certificate.

Online Course Completion Information

If you have not already completed the online course *Introduction to ESL Standards*, you will need to do so by the deadline indicated above. Go to iLEARN at <http://ilearn.iccb.org/ilearn/>. Login or create an account. In the course list, open the ESL category and click on the course *Introduction to ESL Standards*. The enrollment key is **espi**.

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

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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