

**Initial Endorsement Content Preparation Review
English As a Second Language (ESL) Grades 7-12**

Note: The following content area preparation review is for application to a UAA teacher education program leading to an Alaska Type A Certificate with an initial endorsement in English As A Second Language (ESL) Grades 7-12. These requirements are based on the *ESL Standards for Pre-K-12 Students* published by the Teachers of English to Speakers of Other Languages, Inc. (TESOL), and the Alaska Content, Cultural, and Performance Standards, which define what students in grades 7-12 should know about the English language and be able to do with that knowledge. Once the applicant has been admitted to the UAA teacher education program, evaluation of her/his progress toward certification will be guided by the *ESL Standards for P-12 Teacher Education Programs*, the Alaska Content, Cultural, and Performance Standards for Students, and the Alaska Teacher Standards for Professional Practice.

Applicants must meet all three of the following requirements:

- 1) A degree with a broad liberal arts emphasis, e.g., a Bachelor of Arts in English or Languages, or the Bachelor of Liberal Studies from UAA;
- 2) Proficiency in at least two languages, one of which is English. Minimum proficiency in a language other than English is defined as “advanced intermediate-level proficiency” in all four skill areas on the ACTFL scale.
- 3) If the applicant’s first language is not English, he/she must pass the Test of English as a Foreign Language (TOEFL) at the level required for graduate admission to UAA.

NOTE: If applicant’s TOEFL scores don’t meet minimum requirements, or the baccalaureate degree coursework was not taught in English, the applicant must complete, with a grade of C or better, a minimum of 18 credits, all taught in English, from the attached ESL Content Preparation list with at least 3 credits from each of the 3 domains.

The following list of standards is intended to guide the applicant in demonstrating her/his content knowledge through transcripts, test scores, and/or relevant work experiences. Applicants need to document that they meet each part of each domain, i.e., 1.a.1, 1.a.2, 1.a.3, etc., by listing either one course that fulfills a domain or test score reports (eg., TOEFL, GRE) or a narrative for work/life experience. For coursework, applicants may be required to submit course syllabi, course products, or other documentation regarding the content of the course. When the documentation is work/life experience, the applicant must provide an annotated resume (supported by items such as letters of reference or employee evaluations) and a brief reference to this material under the appropriate domain. All of the evidence will be evaluated by the College of Education Faculty Advisors. Applicants will be notified if further evidence and/or coursework is needed.

This initial ESL endorsement will only prepare the applicant to be an ESL teacher, e.g., to teach at the King Career Newcomer’s Center in Anchorage. In order to teach ESL in one of the core areas, i.e., English Language Arts, Social Studies, Math, or Science, the applicant needs to provide documentation for a second endorsement or prepare to get a second endorsement in that core area. For example, to be qualified to teach ESL Language Arts, a teacher would need both an endorsement in ESL and in English Language Arts; to be qualified to teach ESL Social Studies, a teacher would need both an endorsement in ESL and in Social Studies.

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Student: _____

Student ID# _____

Advisor Signature: _____

Date: _____

TOEFL Score (if applicable): _____

The applicant must show with course work or other documented evidence that he/she has met the requirements for each domain subset, i.e., 1.a.1, 1.a.2, 2.a.1, 2.b.1, etc. Any course may be selected under Domain 1, 2, and 3 subset headings as long as the sum of the courses fulfills all of the subsets. For example, in Domain 1, LING 101 satisfies subsets 1.a.1 through 1.a.4 plus 1.a.7, and 1.a. 8. ENGL 450 satisfies 1.a.6 through 1.a.9. COMM 305 AND COMM 412 both meet 1.a.5. Thus, three courses would fulfill Domain 1 requirements: LING 101, ENGL 450, and either COMM 305 or COMM 412, assuming the applicant has already fulfilled 1.a.10.

Examples of combinations of courses that would fulfill all the subsets in Domain 2 (2.a.3 requires a narrative) are ANTH 270 (2.a.1, 2.a.2) and ANTH 210 (2.a.4); or ANTH 361 (2.a.1, 2.a.4) and SOC 363 (2.a.2).

Similarly for Domain 3, AKNS 201 (2.b.1, 2.b.2, 2.b.3), LSSS111 (2.b.2, 2.b.4), and SOC 408 (2.b.5) would satisfy all the required subsets as would the combination of AKNS 201, ANTH 270 (2.b.4, which also could be used to satisfy Domain 2 subsets), and SOC 408.

NOTE: A course may be used as evidence for more than one domain and/or domain subset. All of the courses listed are UAA courses that meet the individual domain requirements.

DOMAIN 1: DESCRIBING LANGUAGE

1. a.1 Apply knowledge of phonology to help ESOL students develop oral, reading, and writing (including spelling) skills in English.

LING 101 *The Nature of Language*

ENGL 450 *English Grammar and Language Teaching*

Course (credits, date, grade)

or

Test Scores

or

Experience

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1.a.2. Apply knowledge of morphology to assist ESOL students' development of oral and literacy skills in English.

LING 101 *The Nature of Language*
LING 201 *Intermediate Grammar*
ENGL 450 *English Grammar and Language Teaching*
ENGL 452 *English Grammar and English Teaching*
ENGL 475 *Modern Grammar*

Course (credits, date, grade) or Test Scores or Experience

1.a.3. Apply knowledge of syntax to assist ESOL students in developing written and spoken English.

LING 101 *The Nature of Language*
LING 201 *Intermediate Grammar*
ENGL 475 *Modern Grammar*

Course (credits, date, grade) or Test Scores or Experience

1.a.4. Apply understanding of semantics to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.

LING 101 *The Nature of Language*

Course (credits, date, grade) or Test Scores or Experience

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1.a.5. Apply knowledge of pragmatics to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings.

COMM 305 *Intercultural Communication*

COMM 412 *Persuasion*

Course (credits, date, grade) or Test Scores or Experience

1.a.6.

Demonstrate ability to help ESOL students develop social and academic language skills in English.

ENGL 450 *Linguistics and Language Teaching*

ENGL 452 *English Grammar and English Teaching*

Course (credits, date, grade) or Test Scores or Experience

1.a.7.

Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.

LING 101 *The Nature of Language*

ENG 450 *Linguistics and Language Teaching*

Course (credits, date, grade) or Test Scores or Experience

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1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.

LING 101 *The Nature of Language*

ENGL 450 *Linguistics and Language Teaching*

ENGL 452 *English Grammar and English Teaching*

Course (credits, date, grade) or Test Scores or Experience

1.a.9. Locate and use linguistic resources to learn about the structure of languages.

ENGL 450 *Linguistics and Language Teaching*

ENGL 452 *English Grammar and English Teaching*

Course (credits, date, grade) or Test Scores or Experience

1.a.10. Demonstrate proficiency in academic English and serve as a good language model for ESOL students.

A BA degree with a broad liberal arts emphasis with course work taught in English. If the degree course work was not taught in English, the applicant must take a minimum of 18 credits from the ESL Content Preparation List with a minimum of 3 credits from each of the 3 domains, and in addition document proficiency in social English, e.g., living and working in an English-speaking country.

BA Degree (field, date) or List of Credits and Documented Social English Proficiency

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DOMAIN 2.a NATURE AND ROLE OF CULTURE

2.a.1. Understand and apply knowledge about cultural values and in the context of teaching and learning ESL.

ANTH 202 *Cultural Anthropology*
ANTH 270 *Cross-cultural Perspectives on Women*
SOC 101 *Introduction to Sociology*
LSSA111 *Cultural Foundations of Human Behavior*
COMM 305 *Intercultural Communication*
PSY 465 *Cross-cultural Psychology*

Course (credits, date, grade) or Test Scores or Experience

2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.

SOC 202 *The Social Organization of Society*
SOC 201 *Social Problems and Solutions*
SOC 363 *Social Stratification*
ENG 444 *Topics in Native Literatures*
ENG 445 *Alaska Native Literatures*
ART 365 *Native Art of Alaska*
DNCE 145 *Dances of the West African Diaspora I*
AKNS 201 *Native Perspectives*
ANTH 202 *Cultural Anthropology*
ANTH 270 *Cross-cultural Perspectives on Women*
SOC 101 *Introduction to Sociology*
LSSA 111 *Cultural Foundations of Human Behavior*
COMM 305 *Intercultural Communication*

Course (credits, date, grade) or Test Scores or Experience

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2.a.3. Understand and apply knowledge about home/school communication to ESL teaching and build partnerships with ESOL families.

Narrative addressing applicant's thoughts about and experiences with home/school communication, including their understanding of why this topic is included in the standards. (Attach as separate documentation.)

2.a.4. Understand and apply concepts about the interrelationship between language and culture.

ANTH 201 *Introduction to Anthropological Linguistics*
ANTH 361 *Language and Culture*
COMM 305 *Intercultural Communication*
LSSS 111 *Cultural Foundations of Human Behavior*

Course (credits, date, grade) or Test Scores or Experience

DOMAIN 2.b CULTURAL GROUPS AND IDENTITY

2.b.1. Use of range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.

AKNS 201 *Native Perspectives*
ANTH 333 *Peoples and Cultures of Southeast Asia*
ANTH 336 *Peoples and Cultures of South America*
ENG 305 *Topics in National Literatures*
HIST 230 *Modern China*
HIST 231 *Modern Japan*
HIST 121 *East Asian Civilization I*
HIST 122 *East Asian Civilization II*
HIST 261 *Russian History*

Course (credits, date, grade) or Test Scores or Experience

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2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and levels of cultural identity will vary widely among students.

AKNS 201 *Native Perspectives*

LSSS 111 *Cultural Foundations of Human Behavior*

Course (credits, date, grade) or Test Scores or Experience

2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.

AKNS 201 *Native Perspectives*

SOC 201 *Social Conflicts and Resolutions*

Course (credits, date, grade) or Test Scores or Experience

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2.b.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.

ANTH 270 *Cross-cultural Perspectives on Women*
SOC 363 *Social Stratifications*
LSSS 111 *Cultural Foundations of Human Behavior*
SOC 202 *The Social Organization of Society*

Course (credits, date, grade) or Test Scores or Experience

2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

SOC 408 *American Minority Groups*

Course (credits, date, grade) or Test Scores or Experience

Applicant meets all of the standards. Advisor's signature _____
Date _____

COMMENTS: