

Title: Comparison of state requirements for teachers of ELL students

Date: March 2014

Question: Could you provide information for selected states on requirements for teachers of English language learner (ELL) students?

Response:

REL West staff were asked to provide information from Colorado, Florida, Massachusetts, Michigan, Minnesota, New York, Texas, and Utah on the following questions:

- Who is required to obtain the license?
- What type and number of ELL endorsement(s) are offered?
- What courses are required for the endorsements? (Do those include practicum or clinical or test requirements?)

Our researchers have done a scan of state websites and developed a comparison chart for this request.

Research and resources

State	Who is required to obtain the license/endorsement?	ELL endorsement(s) offered	What courses are required for the endorsements? (Do those include practicum or test requirements?)
CO	<p>Educators seeking to add a second or subsequent endorsement area to their valid Colorado Teacher or Special Services Provider Licenses may do so by completing a state-approved program at an accepted, regionally accredited college or university and passing the associated content exam; by completing at least 24 hours of relevant college coursework (as determined by transcript review); or by passing the appropriate Colorado State Board of Education-approved content exam.</p> <p>(Information regarding the circumstances in which a teacher is required to hold an ESL (or equivalent) license/endorsement is not readily available.)</p>	<p>1. Culturally and Linguistically Diverse Education K–12</p> <p>2. Culturally and Linguistically Diverse Bilingual K–12</p>	<p>http://www.cde.state.co.us/sites/default/files/cldv1113.pdf</p> <ol style="list-style-type: none"> 1. First and Second Language Acquisition (3 semester hours) 2. Literacy Development for CLD students (3 semester hours) 3. Knowledge of English and Linguistics (3 semester hours) 4. Assessment of Language Proficiency (3 semester hours) 5. Foundations in CLD Education (3 semester hours) 6. Teaching Strategies for CLD Learners 7. CLD Field Experience (3 semester hours) 8. Knowledge of Other Languages (3 semester hours) <p>Practicum? Yes</p>
FL	<p>Educators who wish to add an endorsement to a valid Florida Professional Certificate must submit a completed Application Form CG-10 and meet specialization in the subject they wish to add. Subject Specialization for an endorsement is met in one of two ways:</p> <ul style="list-style-type: none"> • Complete the course requirements listed in State Board Rule for the endorsement, or • Complete a Florida school district’s approved inservice add-on program for the endorsement. <p>(Information regarding the circumstances in which a teacher is required to hold an ESL (or equivalent)</p>	<p>English to Speakers of Other Languages (Grades K–12)</p>	<p>http://www.fldoe.org/edcert/rules/6A-4-0244.asp</p> <ol style="list-style-type: none"> 1. A bachelor’s or higher degree with certification in another subject, and 2. Fifteen semester hours in English for speakers of other languages (ESOL) to include credit in each of the areas specified below: a) Methods of teaching English to speakers of other languages (ESOL), b) ESOL curriculum and materials development, c) Cross-cultural communication and understanding, d) Applied linguistics, and (e) Testing and evaluation of ESOL. <p>Practicum? Yes, if the educator is choosing to complete Florida school district’s approved inservice add-on program for the endorsement instead of the course requirements.</p>

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	license/endorsement is not readily available.)		
MA	<p>English as a Second Language (ESL) is a required component of Sheltered English Immersion (SEI). ESL instruction is delivered by a licensed ESL teacher. Sheltered content instruction is also a required component of Sheltered English Immersion (SEI). Teachers of content, elementary and secondary, who have limited English proficient (LEP) students in their classrooms must be qualified to shelter content instruction.</p> <p>Early Childhood and Elementary Levels:</p> <ol style="list-style-type: none"> 1. ESL, ELL license or approved waiver at the preK–8 or preK–9 level for ESL instruction (instruction focused primarily on learning English rather than subject matter content). For instruction in a particular content area, a teacher licensed in that subject area should be used in conjunction with the ESL teacher, or the ESL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught; or 2. TBE license or approved waiver in any language and an Early Childhood or Elementary license, as appropriate for grade served, and documentation maintained at the local level of timely participation in SEI cohort training to earn the SEI Teacher endorsement. 3. Early Childhood or Elementary license or an approved waiver, as appropriate for the 	English as a Second Language (Levels: PreK–6; 5–12)	<p>http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06</p> <p>The following items will be assessed on a subject matter knowledge test:</p> <ol style="list-style-type: none"> 1. Language and linguistics <ol style="list-style-type: none"> 1. Language as a system: functions and registers of language. 2. The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. 3. Language variation and change. 2. Language acquisition and literacy development <ol style="list-style-type: none"> 1. Theory and research in first and second language acquisition. 2. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels. 3. Relevance of linguistic differences between the first and the second language for reading instruction in English. 4. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy. 5. Formal and informal measures for assessing development in reading skills and their use with

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	<p>grade served, and documentation of timely participation in SEI cohort training to earn the SEI Teacher endorsement.</p> <p>Middle and Secondary Levels:</p> <ol style="list-style-type: none"> 1. ESL, ELL license or approved waiver at the preK–8, preK–9, or 5–12 level, for ESL instruction (instruction focused primarily on learning English rather than subject matter content). For instruction in a particular content area, a teacher licensed in that subject area should provide instruction in conjunction with the ESL teacher, or the ESL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught; or 2. TBE license or approved waiver in any language and subject matter license, and documentation maintained at the local level of timely participation in SEI cohort training to earn the SEI Teacher endorsement. The language of the TBE license need not be the primary language of the students; or 3. Subject matter license or approved waiver and documentation maintained at the local level of timely participation in SEI cohort training to earn the SEI Teacher endorsement. <p>For the types of classrooms in which an educator</p>		<p>second language learners.</p> <ol style="list-style-type: none"> 6. Development of listening, speaking, reading, and writing vocabulary. 7. Approaches and practices for developing writing skills and the use of writing tools. 8. Writing process and formal elements of writing. 9. Oral/Aural fluency in English at different proficiency levels. 10. Social and academic English and academic language for the content areas. 11. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels. <ol style="list-style-type: none"> 3. Instructional approaches and best practices for teaching ESL <ol style="list-style-type: none"> 1. Foundations of ESL instruction. 2. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on. 3. Research-based practices for English language development. 4. Program models and teaching strategies for developing and integrating language skills. 5. Planning and implementing standards-based ESL and content instruction. 4. Socio-cultural and socio-emotional considerations in teaching ESL <ol style="list-style-type: none"> 1. Regional, socioeconomic, and developmental factors influencing language variation and

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	<p>holding the ELL license is permitted to teach, see http://www.doe.mass.edu/ell/news04/0910license.html</p>		<p>bilingualism or multilingualism.</p> <ol style="list-style-type: none"> 2. The nature and role of culture and its intersection with teaching and learning. 3. Cultural, racial, ethnic, and linguistic identity. 4. Intercultural communication in the classroom. 5. Special populations and situations: long-term English language learners, English learners with disabilities, and students with limited or interrupted formal education. 6. The role of the community, families, and schools in English language learner education. <p>5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities.</p> <p>The following shall be included in an approved program but will not be addressed on the subject matter test:</p> <ol style="list-style-type: none"> 1. Federal and State laws pertaining to the education of English language learners. 2. Theoretical, political, and historical foundations of education for English language learners. 3. Instruction, assessments, resources, research, and advances in the field of ESL. 4. Strategies for school collaboration, family outreach, and community involvement for English language learners. <p>Practicum? No</p>
MI	In order to add an endorsement to an existing Michigan Provisional or Professional Education	1.ESL Endorsement	ESL Endorsement

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	<p>Certificate, the candidate must complete an approved endorsement program of at least 20 semester hours through an approved EPI and pass the appropriate content area exam from the Michigan Test for Teacher Certification. Testing alone does not certify a teacher.</p> <p>(Information regarding the circumstances in which a teacher is required to hold an ESL (or equivalent) license/endorsement is not readily available.)</p>	2. Bilingual Endorsement	<p>http://www.michigan.gov/documents/English as a Second Language (NS) SBE Stds 7 97142 7.13.04.doc:</p> <ol style="list-style-type: none"> 1. Elementary or secondary minor for initial certification; at least 20 semester hours connected with a core content major as defined in No Child Left Behind (NCLB) legislation. 2. Additional endorsement (elementary or secondary) of at least 20 semester hours. <p>Prerequisite: Candidates must document experience learning a second language in order to gain an understanding and appreciation for the processes of learning an additional language.</p> <p>Bilingual Endorsement</p> <p>http://www.michigan.gov/documents/Bilingual Education (Y Codes) SBE Stds 7 97146 7.13.04.doc:</p> <ol style="list-style-type: none"> 1. Elementary or secondary minor for initial certification of at least 20 semester hours connected with a core content major as defined in No Child Left Behind (NCLB) legislation. Demonstrated proficiency required in designated language (in addition to English). 2. Additional endorsement (elementary or secondary) of at least 20 semester hours. Demonstrated proficiency required in designated language (in addition to English). <p>Prerequisite: To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale).</p> <p>Practicum? Yes</p>
MN	A teacher holding a bilingual/bicultural license is authorized to teach the academic content in the	Bilingual/Bicultural Education	<p>Licensure requirements</p> <p>https://www.revisor.mn.gov/rules/?id=8710.4150.</p>

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	<p>students' native or first language at the grade levels defined by the prerequisite classroom teacher license. Bilingual/bicultural education licensure is required when the teaching assignment focuses on providing academic content instruction to English learners in their native or first language for the purposes of gaining access to the curriculum through instruction of academic content in the students' native or first language and developing both the students' native or first language and English language skills.</p>		<p>A candidate recommended for licensure to teach bilingual/bicultural education shall:</p> <ul style="list-style-type: none"> A. hold a baccalaureate degree from a college or university that is accredited by the regional association for accreditation of colleges and secondary schools; B. hold a valid Minnesota elementary education or a grade 5 through 12 or grade 7 through 12 license in mathematics, a science field, social studies, or health education; C. demonstrate oral and written proficiency in the students' native or first language as described in subpart 3; D. demonstrate the standards of effective practice for teaching in part <u>8710.2000</u>; and E. show verification of completing a Board of Teaching preparation program approved under part <u>8700.7600</u> leading to licensure of teachers of bilingual/bicultural education under subpart 4. <p>Subp. 3. Demonstration of oral and written proficiency.</p> <p>A candidate for licensure as a teacher of bilingual/bicultural education shall demonstrate oral and written proficiency in the students' native or first language under item A or B.</p> <ul style="list-style-type: none"> A. The candidate shall verify the completion of a high school or postsecondary education using the students' native or first language as the means of oral and written communication. B. The candidate shall demonstrate an advanced level of oral proficiency as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages and an advanced level writing proficiency as defined in this part. The written language proficiency does not apply to a candidate for licensure whose first or native language is a language that is not commonly communicated in written form by

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			<p>native speakers of that language. A candidate who has an advanced level of written proficiency is able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics; write simple social correspondence, take notes, write cohesive summaries and resumes, and narratives and descriptions of a factual nature; use sufficient writing vocabulary to express self simply with some circumlocution; make few errors in punctuation, spelling, or the formation of nonalphabetic symbols; and demonstrate good control of the morphology and the most frequently used syntactic structures; for example, common word order patterns, coordination, and subordination.</p> <p>Subp. 4. Subject matter standard.</p> <p>A candidate for licensure as a teacher of bilingual/bicultural education must complete a preparation program under subpart 2, item E, that must include the candidate's demonstration of the knowledge and skills in items A to I.</p> <p>A. A bilingual/bicultural education teacher demonstrates an understanding of the contributions of general and applied linguistics to second language education.</p> <p>B. A bilingual/bicultural education teacher understands the fundamentals of the first and second language acquisition process.</p> <p>C. A bilingual/bicultural education teacher demonstrates an understanding of the history of bilingual education and the cultures represented in the United States and other countries. This includes a solid understanding of the foundations of bilingual education.</p> <p>D. A bilingual/bicultural education teacher understands and uses formal and informal assessment techniques to evaluate the</p>

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			<p>progress of English learners. This understanding includes using two languages for assessment purposes.</p> <p>E. A bilingual/bicultural education teacher understands the importance of developing communication skills in listening, speaking, reading, and writing as being essential to student achievement in all academic areas. The bilingual/bicultural education teacher must:</p> <ol style="list-style-type: none"> (1) understand the differences between literacy development in the first language and second language, and the implications for teaching second language learners; (2) recognize the critical role of language in fostering identity and self-esteem; (3) understand how cultural and linguistic differences influence communication; and (4) understand the variation in communication styles of English learners from diverse cultural backgrounds. <p>F. A bilingual/bicultural education teacher demonstrates the ability to communicate successfully with students, parents, and members of various cultural groups in the community.</p> <p>G. A bilingual/bicultural education teacher understands and facilitates content-based language instruction as a means to provide integrated learning experiences for English learners.</p> <p>H. The bilingual/bicultural education teacher models correct usage of the English language. The teacher must demonstrate an advanced level of speaking proficiency as defined in the ACTFL Proficiency Guidelines as established by the American Council on the Teaching of Foreign Languages.</p> <p>I. A bilingual/bicultural education teacher understands and uses a variety of methods and materials suitable for teaching diverse bilingual education learners.</p> <p>Practicum? No</p>

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NY	<p>Educators have a choice of five pathways to the ESOL certificate.</p> <p>(Information regarding the circumstances in which a teacher is required to hold an ESL (or equivalent) license/endorsement is not readily available.)</p>	English to Speakers of Other Languages	<p>http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do:</p> <p>Pathway: Approved Teacher Preparation Program</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Completion of a NYS Registered Program – English To Speakers Of Other Languages • Institutional Recommendation – English To Speakers Of Other Languages • New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST) • NY State Teacher Certification Exam – Secondary Assessment of Teaching Skills (ATS-W) • Content Specialty Test (CST) – ESOL • Workshop – Dignity For All Students Act • Fingerprint Clearance <p>Pathway: Individual Evaluation</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Education – Bachelors Degree • Minimum 2.50 Undergraduate GPA • General Core in Liberal Arts and Sciences – 30 S.H. <ul style="list-style-type: none"> ○ College Coursework – Artistic Expression ○ College Coursework – Communication ○ College Coursework – Information Retrieval ○ College Coursework – Humanities ○ College Coursework – Written Analysis and Expression ○ College Coursework – Concepts in Historical and Social Sciences ○ College Coursework – Scientific Processes ○ College Coursework – Mathematical Processes • Content Core – Major or Equivalent in One of the Liberal

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			<p>Arts & Sciences – 30 S.H.</p> <ul style="list-style-type: none"> ○ College Coursework – Linguistics ○ College Coursework – English Grammar ○ College Coursework – Language other than English (including American Sign Language) – 12 S.H. <ul style="list-style-type: none"> ● Pedagogical Core – 21 S.H. <ul style="list-style-type: none"> ○ College Coursework – Human Development and Learning ○ College Coursework – Teaching Students with Disabilities & Special Health-Care Needs ○ College Coursework – Teaching Literacy Skills Methods – 3 S.H. ○ College Coursework – Teaching Literacy Skills – 3 S.H. ○ College Coursework – Curriculum, Instruction, and Assessment ○ College Coursework – Methods of Teaching English to Speakers of Other Languages – 6 S.H. ○ College Coursework - Foundations of Education ● Student Teaching – English To Speakers Of Other Languages – 40 Days ● New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST) ● New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills (ATS-W) ● Content Specialty Test (CST) – ESOL ● Workshop – Child Abuse Identification ● Workshop – School Violence Intervention and Prevention ● Workshop – Dignity For All Students Act

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			<ul style="list-style-type: none"> • Fingerprint Clearance <p>Pathway: Interstate Reciprocity</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Education – Bachelors Degree • Valid Level 2 or Higher Cert AND 3 yrs exp, OR completion of approved program – English To Speakers Of Other Languages • New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST) • New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills (ATS-W) • Content Specialty Test (CST) – ESOL • Workshop – Child Abuse Identification • Workshop – School Violence Intervention and Prevention • Workshop – Dignity For All Students Act • Fingerprint Clearance <p>Pathway: Additional Classroom Teaching Certificate (Must hold a valid certificate)</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Hold a Valid NYS Teaching Certificate • Content Core – Major or Equivalent in One of the Liberal Arts & Sciences – 30 S.H. <ul style="list-style-type: none"> ○ College Coursework – Linguistics ○ College Coursework – English Grammar ○ College Coursework – Language other than English (including American Sign Language) – 12 S.H. • Pedagogical Core <ul style="list-style-type: none"> ○ College Coursework – Teaching Literacy Skills

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			<p>Methods – 3 S.H.</p> <ul style="list-style-type: none"> ○ College Coursework – Methods of Teaching English to Speakers of Other Languages – 6 S.H. <ul style="list-style-type: none"> • Content Specialty Test (CST) – ESOL • Workshop – Child Abuse Identification • Workshop – School Violence Intervention and Prevention • Workshop – Dignity For All Students Act • Fingerprint Clearance <p>Pathway: National Board Certification Requirements:</p> <ul style="list-style-type: none"> • Education – Bachelors Degree • Hold a valid National Board for Professional Teaching Standards Certificate – Early & Mid Childhood OR Early Adol, Adol & Young Ad – English as a New Language • Workshop – Child Abuse Identification • Workshop – School Violence Intervention and Prevention • Workshop – Dignity For All Students Act • Fingerprint Clearance <p>Practicum? Yes</p>
TX	<p>A teacher who holds a valid Texas classroom teaching certificate and a bachelor’s degree may add classroom certification areas by successfully completing the appropriate certification examination(s) for the area(s) sought. This is called Additional Certification by Examination.</p> <p>(Information regarding the circumstances in which a teacher is required to hold an ESL (or equivalent)</p>	<ol style="list-style-type: none"> 1. Bilingual Education Supplemental 2. Bilingual Generalist EC–6 3. English as a Second Language Supplemental 4. Bilingual Generalist 4–8 	<p>The educator must register for the additional certification test through the Educational Testing Service. Preparation manuals (including standards/competencies) for each of the 7 tests can be found at http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/</p> <p>Practicum? No</p>

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	license/endorsement is not readily available.)	5. English as a Second Language (ESL)/Generalist EC–6 6. English as a Second Language (ESL)/Generalist 4–8 7. Bilingual Target Language Proficiency Test (BTLPT) Spanish	
UT	<p>To be eligible to apply for an ESL endorsement, educators must have taught (under contract) for two years in the subject within the previous five-year period. This experience must have taken place in Utah. Lines of evidence may include the following:</p> <ol style="list-style-type: none"> 1. Any college courses in the subject matter area (official or legible copy of transcript). 2. Any Professional Development courses in the subject matter area. 3. Special methods courses. 4. The recommendation of your principals and others, which must be specific to the subject. 5. A passing score from a standardized test in the subject in which endorsement is sought. 6. Student test scores on achievement tests in the subject. <p>To apply for an endorsement, educators must already have a Level 1 or Level 2 License with an Elementary or Secondary Area of Concentration.</p>	ESL	<p>http://www.schools.utah.gov/cert/Endorsements-ECE-License/ESL/endesl.aspx</p> <p>In order to obtain the Utah ESL Endorsement, the successful candidate will have completed university courses and/or other USOE pre-approved Endorsement program courses that meet the following six standards. A minimum of 18 semester credits is required as follows:</p> <p>Standard I: Language/Linguistics (4 credits) Standard II: Cultural Diversity (2 credits) Standard III: Instruction (4 credits) Standard IV: Assessment (3 credits) Standard V: Family and Community Involvement (2 credits) Standard VI: Instructional Practice (3 credits)</p> <p>Practicum? Yes</p>

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