ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM SPECIALIST AND LEADERSHIP POSTBACCALAUREATE CREDIT CERTIFICATE PROGRAM

Learning Outcomes

1. **ESL FOUNDATIONS**: Students will be able to identify and express the legal, historical, and cultural foundations and implications of English as a Second Language (ESL) in the US; compare instructional strategies, curriculum, and assessments; and explain foundations of first and second language acquisition, the role of culture, values, and traditions in learning.

2. **LANGUAGE**: Students will be able to apply knowledge of language as an integrative system made up of component parts (phonology, morphology, syntax, pragmatics, and semantics) to support English learners (ELs) in difficult aspects and contextual uses of English.

3. **CULTURE**: Students will identify the processes of negotiating cultural identity, cultural transitions, cultural bias, and negative effects of prejudice, stereotyping, and ethnocentrism; utilize effective intercultural communication skills and integration of diverse ways of knowing and learning; and develop effective techniques for communication between home and school.

4. **OBSERVING, PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION**: Students will build relationships with and provide guidance to content teachers of ELs related to implementing English language proficiency standards (ELPS), appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language proficiency level.

5. **ASSESSMENT**: Students will implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, video spreadsheet software, self-and peer-assessment, among others), plan for classroom practice of each technique, and record the ELs' progress towards English language proficiency and academic achievement.

6. **PROFESSIONALISM**: Using research-based strategies, students will advocate for ELs and their families, develop classroom activities involving families and ELs to provide information, support, and assistance, and model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELLs.