

Rubric for ESL Program Specialist K-12 Program

Section 1. Mission and Needs Assessment

(Mission is reviewed as part of Major Review. Not reviewed at time of Initial Application for Approval.)

Needs Assessment

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program provider shows evidence that the new program reflects a need that can be supported by data. (22 Pa. Code §354.21)	The rationale for this Program is not provided; OR The Needs Assessment does not support the need for this Program. OR Narrative or cited evidence was not available for this Program.	The rationale for this Program is provided; AND The rationale is supported by narrative and cited evidence.

Section 2. Admissions Criteria and Enrollment Requirements

Guideline	Does Not Meet Requirements	Meets Requirements
Program provider shows evidence that candidates demonstrate proficiency in all aspects of English (Reading, Writing, Speaking, and Listening)	The Program does not ensure that its enrollees have demonstrated English proficiency by providing evidence of attaining a Bachelor's degree from an accredited US college or university ; AND The Program does not require foreign applicants to demonstrate proficiency in English via the ACTFL test "English Language, OPI".	The Program ensures that its enrollees have demonstrated English proficiency by providing evidence of attaining a Bachelor's degree from an accredited US college or university ; AND The Program requires foreign applicants to demonstrate proficiency in English via the ACTFL test "English Language, OPI".

Section 3. Program Design and Delivery

Guideline	Does Not Meet Requirements	Meets Requirements
A. Program Design The preparation program shall be designed to ensure that candidates acquire and learn to apply the professional and	The Program exceeds the maximum 18 credit allowance; OR The Program does not show evidence of a thoughtful scope and sequence of professional courses and field	The Program does not exceed 18 credits; AND The Program shows evidence of a thoughtful scope and sequence of professional courses and field experiences designed to address the specific set of

pedagogical knowledge and skill dimensions necessary (22 Pa. Code §354.25 (a)).	experiences designed to address the specific set of issues, knowledge and competencies that are relevant to teaching and learning the English language.	issues, knowledge and competencies that are relevant to teaching and learning the English language.
B. The preparation program shall be designed to enable candidates to teach, guide and assist public school students in achieving the academic standards under Chapter 4 (relating to academic standards and assessments). (22 Pa. Code §354.25 (b)).	<p>The Program is not designed to prepare educators who will be able to support students' mastery of the PA Academic Standards and assessments;</p> <p style="text-align: center;">OR</p> <p>Courses do not enable candidates to gain the knowledge and experience needed to work successfully with family members and the broader community;</p> <p style="text-align: center;">OR</p> <p>The Course(s) do not differentiate assignments or projects to address the K-12 grade band;</p> <p style="text-align: center;">OR</p> <p>A course advisement sheet is not provided or does not include documentation of field experience hours.</p>	<p>The Program is designed to prepare educators who will be able to support students' mastery of the PA Academic Standards and assessments;</p> <p style="text-align: center;">AND</p> <p>Courses enable candidates to gain the knowledge and experience needed to work successfully with family members and the broader community;</p> <p style="text-align: center;">AND</p> <p>The Course(s) differentiate assignments or projects to address the K-12 grade band;</p> <p style="text-align: center;">AND</p> <p>A course advisement sheet was provided which documents field experience requirements.</p>
C. Program Delivery Program Provider describes the use of distance learning in the Program. Programs that are 100% online will not be approved.	<p>The Program is delivered 100% online;</p> <p style="text-align: center;">OR</p> <p>The Program does not document methods of communication between faculty, students, and field placement mentors.</p>	<p>The Program is delivered face-to-face or through a combination of classroom, school, and distance learning settings;</p> <p style="text-align: center;">AND</p> <p>The Program documents methods of communication between faculty, students, and field placement mentors.</p>

(Collaboration, Diverse Learners, and Advising and Monitoring are reviewed as part of Major Review. Not reviewed at time of Initial Application for Approval)

Section 4. Course Information

Guideline	Does Not Meet Requirements	Meets Requirements
A. All Competencies/ subcompetencies must be addressed for	<p>The Program does not provide a tool, e.g., <u>curriculum matrix</u>, indicating a sequence of instruction to develop and understanding of the competencies;</p> <p style="text-align: center;">OR</p> <p>The Program does not provide a syllabus for each course;</p> <p style="text-align: center;">OR</p>	<p>The Program provides a tool, e.g., a <u>curriculum matrix</u>, indicating a well planned sequence of instruction to develop an understanding of the competencies;</p> <p style="text-align: center;">AND</p> <p>The Program provides a syllabus for each course;</p> <p style="text-align: center;">AND</p>

Guideline	Does Not Meet Requirements	Meets Requirements
<p>each major topic in the certificate under review.</p> <p>(22 Pa. Code §354.25 (c)(2) and §354.33(1)(i))</p>	<p>Syllabi are presented but fail to identify:</p> <ol style="list-style-type: none"> 1. A clear description of how the relevant set of knowledge, skills, and competencies are organized within the program design; 2. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies. 	<p>The Syllabi clearly identify:</p> <ol style="list-style-type: none"> 1. How the relevant set of knowledge, skills, and competencies are organized within the program design; 2. How the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.
<p>B.</p> <p>1. Competencies for the Language Domain</p>	<p>All required competencies are <i>not</i> included: Candidates do not demonstrate the ability to recognize language as an integrative system made up of component parts or do not apply this knowledge to identify aspects of English that are difficult for ELLs; do not support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills; do not support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences; do not develop a variety of instructional techniques to assist ELLs in developing and using vocabulary and L2 literacy appropriately in written and spoken language;</p> <p style="text-align: center;">OR</p> <p>Candidates do not apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language acquisition, to the design of instruction for ELLs; or do not apply strategies that recognize the role of students' L1s as a resource for language and literacy development and for communicating with invested participants.</p>	<p>All required competencies are included: Candidates will demonstrate the ability to recognize language as an integrative system made up of component parts and apply this knowledge to identify aspects of English that are difficult for ELLs; support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills; support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences; develop a variety of instructional techniques to assist ELLs in developing and using vocabulary and L2 literacy appropriately in written and spoken language;</p> <p style="text-align: center;">AND</p> <p>Candidates will apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language acquisition, to the design of instruction for ELLs; and apply strategies that recognize the role of students' L1s as a resource for language and literacy development and for communicating with invested participants.</p>
<p>2. Competencies for the Culture Domain</p>	<p>All required competencies are <i>not</i> included: Candidates do not demonstrate knowledge of the processes of negotiating one's cultural identity; differentiate among the varied processes of cultural transitions; identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-social classroom learning environment;</p> <p style="text-align: center;">OR</p> <p>Candidates do not recognize cultural bias in curriculum and materials or use a range of resources to deliver instruction; demonstrate effective intercultural communication skills to</p>	<p>All required competencies are included: Candidates will demonstrate knowledge of the processes of negotiating one's cultural identity; differentiate among the varied processes of cultural transitions; identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-social classroom learning environment;</p> <p style="text-align: center;">AND</p> <p>Candidates will recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction; demonstrate effective intercultural communication skills to</p>

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	<p>appreciate diverse cultures; develop effective techniques for communication between home and school by recognizing and supporting the preferred mode of communication of the parent/guardian and utilizing interpretation and translation resources appropriately;</p> <p style="text-align: center;">OR</p> <p>Candidates do not demonstrate understanding of the interdependence of language and culture to facilitate students' transition between the home culture/ language and U.S. school culture/language; or do not integrate diverse ways of learning and multiple cultural perspectives.</p>	<p>appreciate diverse cultures; develop effective techniques for communication between home and school by recognizing and supporting the preferred mode of communication of the parent/guardian and utilizing interpretation and translation resources appropriately;</p> <p style="text-align: center;">AND</p> <p>Candidates will demonstrate understanding of the interdependence of language and culture to facilitate students' transition between the home culture/ language and U.S. school culture/language; and integrate diverse ways of learning and multiple cultural perspectives.</p>
<p>3. Competencies for the Observing, Planning, Implementing, and Managing Instruction Domain</p>	<p>All required competencies are <i>not</i> included: Candidates do not design standards-aligned instruction in English utilizing the Pennsylvania Academic Standards, the English Language Proficiency Standards, and Can-Do descriptors in relation to the continuum of proficiency levels; plan effective lessons in all domains using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and socio-cultural needs;</p> <p style="text-align: center;">OR</p> <p>Candidates do not plan ESL instruction and assessment specific to the reading and writing needs of students with limited formal schooling or interrupted formal education; recognize, plan and implement key elements of ESL lesson design; differentiate instruction based on formative assessment of student progress; or plan and provide evidence-based reading and writing instruction that includes various cueing systems appropriate for ELLs;</p> <p style="text-align: center;">OR</p> <p>Candidates do not develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills; select, analyze and adapt a variety of authentic sources and tools to enhance oralcy and</p>	<p>All required competencies are included: Candidates will design standards-aligned instruction in English utilizing the Pennsylvania Academic Standards, the English Language Proficiency Standards, and Can-Do descriptors in relation to the continuum of proficiency levels; plan effective lessons in all domains using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and socio-cultural needs;</p> <p style="text-align: center;">AND</p> <p>Candidates will plan ESL instruction and assessment specific to the reading and writing needs of students with limited formal schooling or interrupted formal education; recognize, plan and implement key elements of ESL lesson design; differentiate instruction based on formative assessment of student progress; plan and provide evidence-based reading and writing instruction that includes various cueing systems appropriate for ELLs;</p> <p style="text-align: center;">AND</p> <p>Candidates will develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills; select, analyze and adapt a variety of authentic sources and tools to enhance oralcy and</p>

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	<p>literacy development for ELLs; or explain and model explicit comprehension and learning strategies that assist students with learning tasks in all subject areas;</p> <p style="text-align: center;">OR</p> <p>Candidates do not collaborate with and provide guidance to content teachers of ELLs related to using English language proficiency standards, appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language proficiency level.</p>	<p>literacy development for ELLs; explain and model explicit comprehension and learning strategies that assist students with learning tasks in all subject areas;</p> <p style="text-align: center;">AND</p> <p>Candidates will collaborate with and provide guidance to content teachers of ELLs related to using English language proficiency standards, appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language proficiency level.</p>
<p>4. Competencies for the Assessment Domain</p>	<p>All required competencies are <i>not</i> included: Candidates do not use multiple and appropriate formative and summative assessment measures for a variety of purposes and at various grade levels; apply appropriate testing practices for English language learners; or recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels;</p> <p style="text-align: center;">OR</p> <p>Candidates do not identify and use multiple assessment resources and measures to make informed decisions concerning an ELL's progression through a language instruction program observing all applicable national and state requirements; or implement a variety of assessment tools as part of classroom instruction, planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement;</p> <p style="text-align: center;">OR</p> <p>Candidates do not demonstrate the ability to inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing for ELLs in a language instructional program; identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments; or analyze data from various ELL groups to evaluate the effectiveness of an ESL program or language teaching methodology;</p> <p style="text-align: center;">OR</p>	<p>All required competencies are included: Candidates will use multiple and appropriate formative and summative assessment measures for a variety of purposes and at various grade levels; apply appropriate testing practices for English language learners; recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels;</p> <p style="text-align: center;">AND</p> <p>Candidates will identify and use multiple assessment resources and measures to make informed decisions concerning an ELL's progression through a language instruction program observing all applicable national and state requirements; implement a variety of assessment tools as part of classroom instruction, planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement;</p> <p style="text-align: center;">AND</p> <p>Candidates will demonstrate the ability to inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing for ELLs in a language instructional program; identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments; analyze data from various ELL groups to evaluate the effectiveness of an ESL program or language teaching methodology;</p> <p style="text-align: center;">AND</p>

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	Candidates do not identify and use a variety of resources and research to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs; or demonstrate the ability to evaluate and share data with parents/ family and other members of a team making informed decisions on referral of an ELL for special education or gifted services.	Candidates will identify and use a variety of resources and research to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs; and demonstrate the ability to evaluate and share data with parents/ family and other members of a team making informed decisions on referral of an ELL for special education or gifted services.
5. Competencies for the Professionalism Domain	<p>All required competencies are <i>not</i> included: Candidates do not use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs; demonstrate the ability to conduct focused action research in the classroom following applicable procedures for protection of human research participants; create a personal professional development plan based on interests and reflection;</p> <p style="text-align: center;">OR</p> <p>Candidates do not demonstrate the ability to collaborate with general and specialist school staff for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels; recognize the need to advocate for ELLs and their families including full access to school resources; develop classroom activities that could involve families and provide ELLs and their families with 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.</p>	<p>All required competencies are included: Candidates will use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs; demonstrate the ability to conduct focused action research in the classroom following applicable procedures for protection of human research participants; create a personal professional development plan based on interests and reflection;</p> <p style="text-align: center;">AND</p> <p>Candidates will demonstrate the ability to collaborate with general and specialist school staff for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels; recognize the need to advocate for ELLs and their families including full access to school resources; develop classroom activities that could involve families and provide ELLs and their families with 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.</p>

Section 5. Special Education is reviewed only as part of a Dual Certification. Not reviewed as part of Endorsements or Program Specialist programs

Section 6. Field Experiences

Guideline	Does Not Meet Requirements	Meets Requirements
<p>A. Program provider documents that the candidates complete a planned sequence of professional education courses and field experience that integrate professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students (354.26) (49.14(4)(iv)(viii)).</p>	<p>Evidence is not provided to demonstrate that all candidates complete a planned sequence of field experiences that are aligned with the competencies in the courses;</p> <p style="text-align: center;">OR</p> <p>There is no evidence that all candidates have at least one experience in a public school setting.</p>	<p>Evidence is provided to demonstrate that all candidates complete a planned sequence of field experiences that are aligned with the competencies in the courses;</p> <p style="text-align: center;">AND</p> <p>At least one experience must be in a public school setting.</p>
<p>B. The Program Provider describes how candidates are provided with increasing exposure to learning situations and school settings under the guidance of program faculty and teachers with expertise in the ESL Program Specialist role.</p>	<p>Evidence is not provided to support that all candidates have opportunities to experience a variety of learning situations and school settings as part of their field experience;</p> <p style="text-align: center;">OR</p> <p>Candidates are not placed in settings where their mentor teacher(s) has certification and experience in ESL.</p>	<p>Evidence is provided to support that all candidates have opportunities to experience a variety of learning situations and school settings as part of their field experience;</p> <p style="text-align: center;">AND</p> <p>Candidates are placed in settings where their mentor teacher(s) has certification and experience in ESL.</p>
<p>C. The Program Provider describes how candidate performance is directly tied to program competencies and impact on student growth and development</p>	<p>Evidence indicates that candidate performance is not assessed in the field by Program personnel who are familiar with the Program competencies;</p> <p style="text-align: center;">OR</p> <p>Evidence indicates that candidates do not have face to face communication with faculty in the Program during and after their field experience for the purpose of discussing performance.</p>	<p>Evidence indicates that candidate performance is assessed in the field by Program personnel who are familiar with the Program competencies;</p> <p style="text-align: center;">AND</p> <p>Evidence indicates that candidates have face to face communication with faculty in the Program during and after their field experience for the purpose of discussing performance.</p>
<p>D. Experience Hours</p>	<p>The Program does not provide evidence in syllabi or field experience guidelines indicating that candidates will have at least 60 hours of experience in exploration and application experience in educational and community programming for ESL students.</p>	<p>The Program provides evidence in syllabi or field experience guidelines indicating that candidates will have at least 60 hours of experience in exploration and application experience in educational and community programming for ESL students.</p>

Section 7. Student Teaching/Practicum

(The ESL Program Specialist certification does not require a formal practicum. Instead, 60 hours of field experiences aligned with course competencies are required. Student teaching/practicum will not be assessed during the Initial or Major Program Review)

Section 8. Exit Criteria is reviewed only as part of Major Review. Not reviewed as part of Initial Application for Approval

Section 9. Faculty

Guideline	Does Not Meet Requirements	Meets Requirements
<p>A. Faculty Qualifications The Program Provider will provide documentation attesting to program faculty credentials, scholarship, diversity and systematic faculty evaluations. (22 Pa. Code §354.41(a) and (c))</p>	<p>Vitae are not available for faculty, including part-time and adjuncts, assigned to teach Program courses; OR Not all courses are assigned to an instructor.</p>	<p>Vitae are available for faculty, including part-time and adjuncts assigned to teach Program courses; AND Every course is assigned to an instructor.</p>
<p>B. The Program Provider provides systematic and comprehensive activities to assess and enhance the competence, intellectual vitality, and diversity of the faculty (354.41).</p>	<p>Evidence indicates that faculty, including part-time and adjuncts, are not provided opportunities for formal evaluation and professional development; OR The Program does not provide evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.</p>	<p>Evidence indicates that faculty, including part-time and adjuncts, are provided opportunities for formal evaluation and professional development; AND The Program provides evidence of seeking faculty who represent diverse settings, educational perspectives and cultural backgrounds.</p>