

LA 1.1: Welcome to TELL

History and Background of the BYU ESL Endorsement

LA 1.1: Welcome to TELL

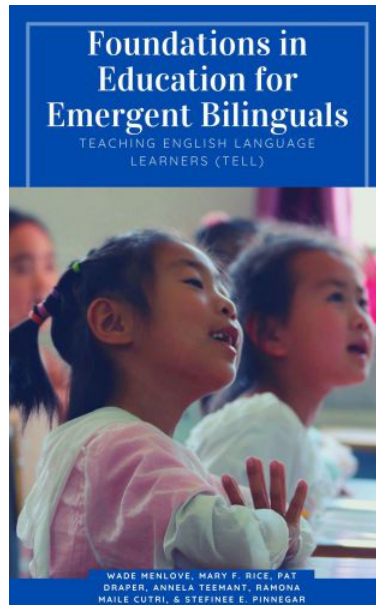
History and Background of the BYU ESL Endorsement



Learning Outcome	Pedagogical Intent	Student Position
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practice. Assessment: 25 pts. TA: 30 Minutes	Teachers can articulate the need for them personally to get an endorsement and become oriented to changing practice to meet the needs of the ELs they teach.	Students have registered for the ESL endorsement. To begin their journey they must first understand the history and relevance of the endorsement.

Instructions

1. The facilitator will lead a discussion with the group including the following:
 - a. Why are you taking the ESL endorsement courses?
 - b. What is the history of the endorsement in your district?
 - c. What does ESSA (Every Student Succeeds Act) and OCR (The Office of Civil Rights) require for ELs (English Learners)?
 - d. What are the courses and credits required for the endorsement?
 - e. Are the credits at the graduate level and will they lead to a Master's degree or lane change credit?
 - f. What are the time commitments and homework required?
 - g. What are the grading and attendance policies?



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education