Bilingual and ESL Approval Considerations
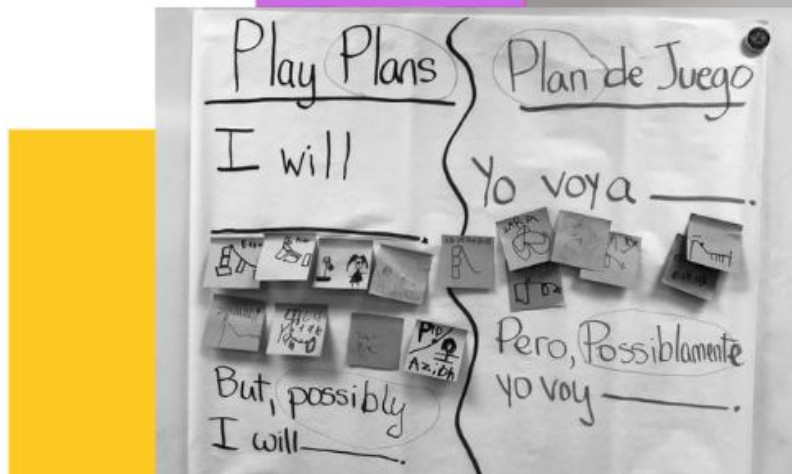
Creating awareness and encouraging new approaches to elevate high impact ESL/Bilingual services across the early care and education landscape!

What resonates with you and what surprises you?

Over 10% of IL preschoolers and Kindergarteners are exposed to another language in their home

Approximately 85% of English Learners PreK-5 were born in the U.S.

Less than 15% of English Learners are considered "Learning Ready" through the KIDS assessment with Language and Literacy being the biggest need.

-The top five languages spoken by early learners in IL early care and education, as well as public school K-2 classrooms include: Spanish, Polish, Arabic, Hindi, Chinese, Urdu

Approvals

- Approvals can be added to a Professional Educator License (PEL) that is endorsed in a teaching field or can stand alone
- Approvals allow educators to be assigned to teaching positions that require certain licensure
- Information about ISBE's Approvals is at: https://www.isbe.net/Pages/educator-licensure-approvals.aspx

English as a Second Language (ESL) Special Education Approval

- Valid/Renewable for the life of the PEL

Option 1	Option 2	Option 3

• Hold a PEL with an LBSI endorsement OR
• Hold a LBSI Approval with no expiration date OR
• Hold an Early Childhood Special Education Approval or Endorsement
 	
• Complete coursework in the following areas:
  • ESL/bilingual foundations
  • ESL methods
  • Bilingual assessment
	• Hold a PEL with an ESL endorsement
	• Complete coursework in the following areas:
	  • LBSI characteristics
	  • LBSI methods
	  • Psychological diagnosis for exceptional children
		• Hold a PEL with a School Support Personnel endorsement (except for school nurse)
		• Complete coursework in the following area:
		  • Bilingual assessment

Zoom in on Option 1

- Hold a PEL with an LBSI endorsement OR
- Hold a LBSI Approval with no expiration date OR
- Hold an Early Childhood Special Education Approval or Endorsement

- Complete coursework in the following areas:
  - ESL/bilingual foundations
  - ESL methods
  - Bilingual assessment

Authority & Process

- Part 226 - Section 226.800(f)
- Institutions may entitle educators OR
- Educators may apply through ELIS and upload supporting documentation

Collaboration and Communication

01

Higher Education

02

EL/Bilingual Directors

03

Early Care and Education

04
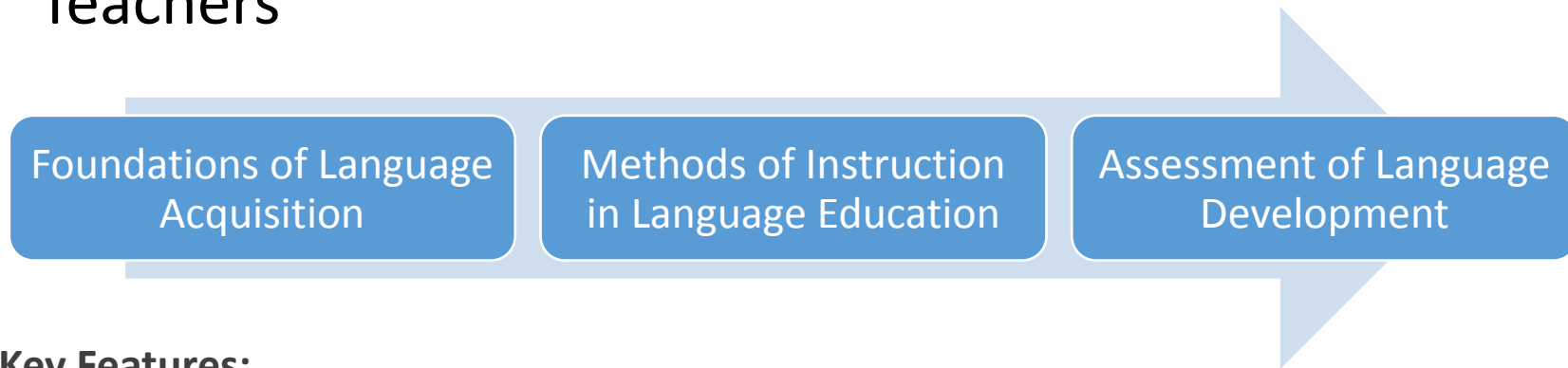
Potential Teacher Pipeline Partners

Integrate and Elevate

Asset-Based Multilingual Lens Across Degree

Prioritized Observations Field Work Placements

Three Course Sequence for ECE/ECSE Endorsed Teachers

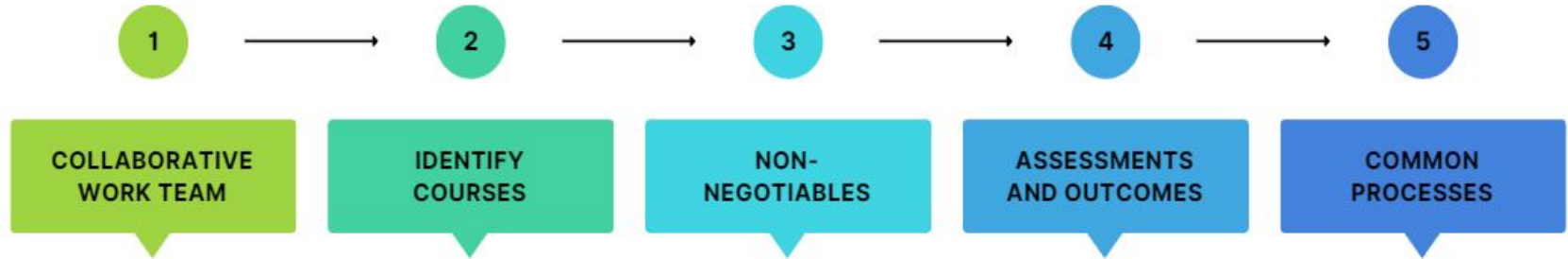| Foundations of Language Acquisition | Methods of Instruction in Language Education | Assessment of Language Development |

Key Features:

- **Designed for ECE, focusing on developing language**
- **Offered through 12- month sequence (Fall, Spring, Summer)**
- **Hybrid courses**
- **Provide specialist practitioners as mentors through sequence**
- **Full funding provided for UIC current students and UIC alumni**
- **Foundation for research studies of multilingualism in EC settings**

Contact: cmain@uic.edu

A Multilingual lens on the Early Childhood Licensure Pathway to PEL
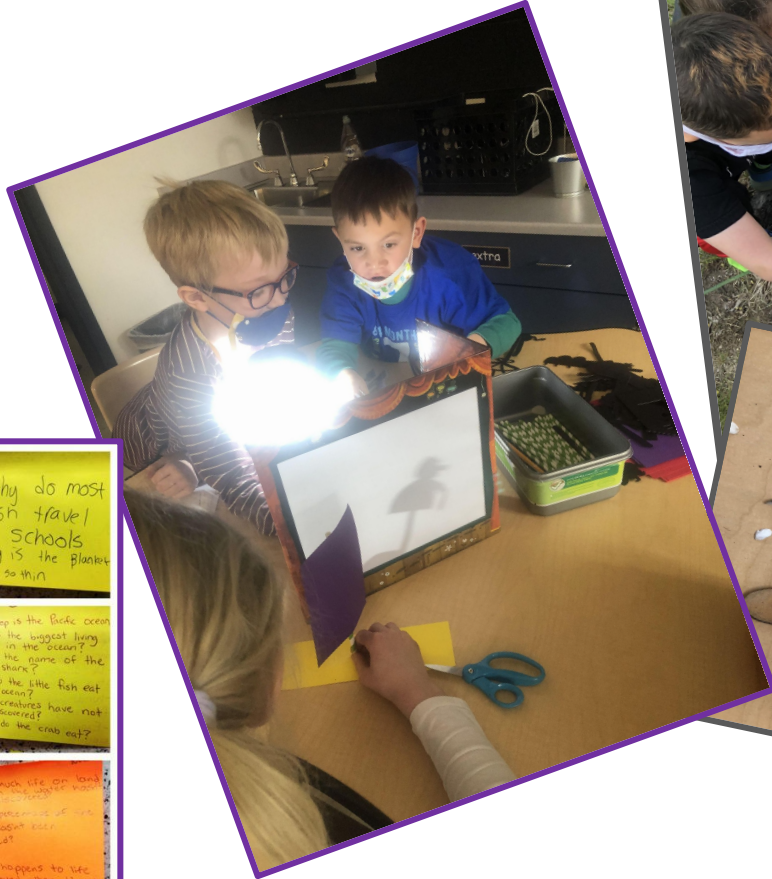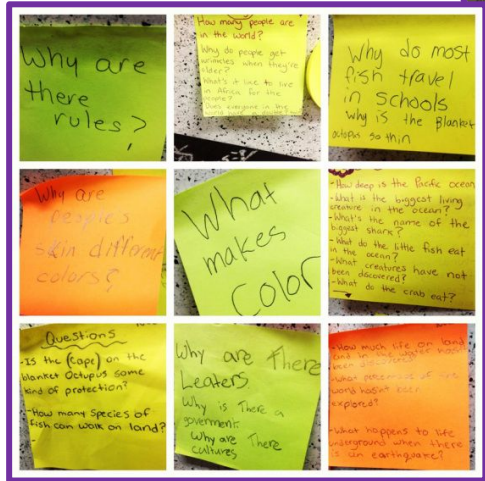

Key Features:

- **Methods-Assessment-Foundations from a Multilingual and Equity Lens**
- **Adapted Assignments Across Methods, Assessment, and Literacy Courses**
- **Redesigned lesson plan template to include Can-Do Descriptors**
- **Multilingual texts in our Literacy and Language course with options for Dual Language lesson aligned lesson plans**
- **Bilingual/ESL Approval Letter without additional courses and full ESL endorsement with only 2 additional courses**

High Impact Strategies…

Play and Oracy as Partners

Examples of SWIRL - Transportation

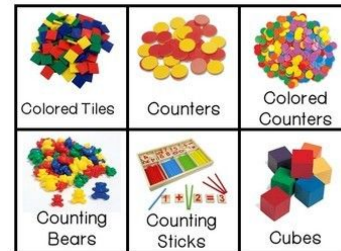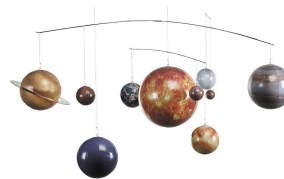# Multi-Sensory Supports

Realia

Models or Figures

Manipulatives

Videos

Physical Gestures (TPR)
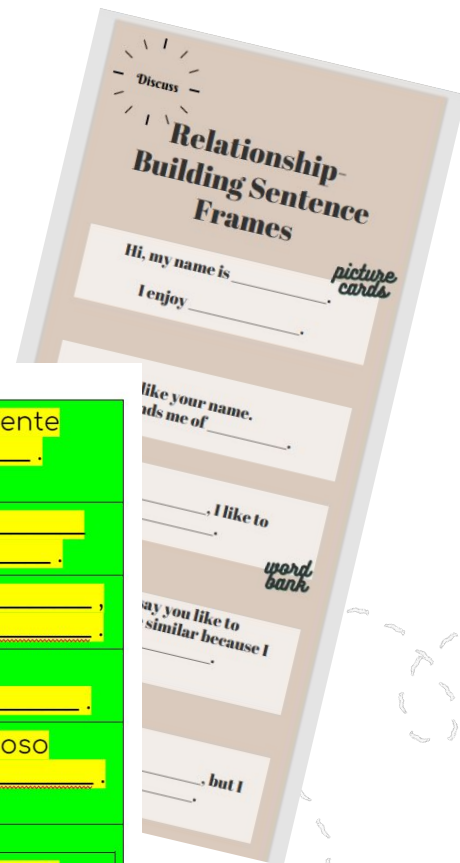
Pictures/Images

Sentence Frames
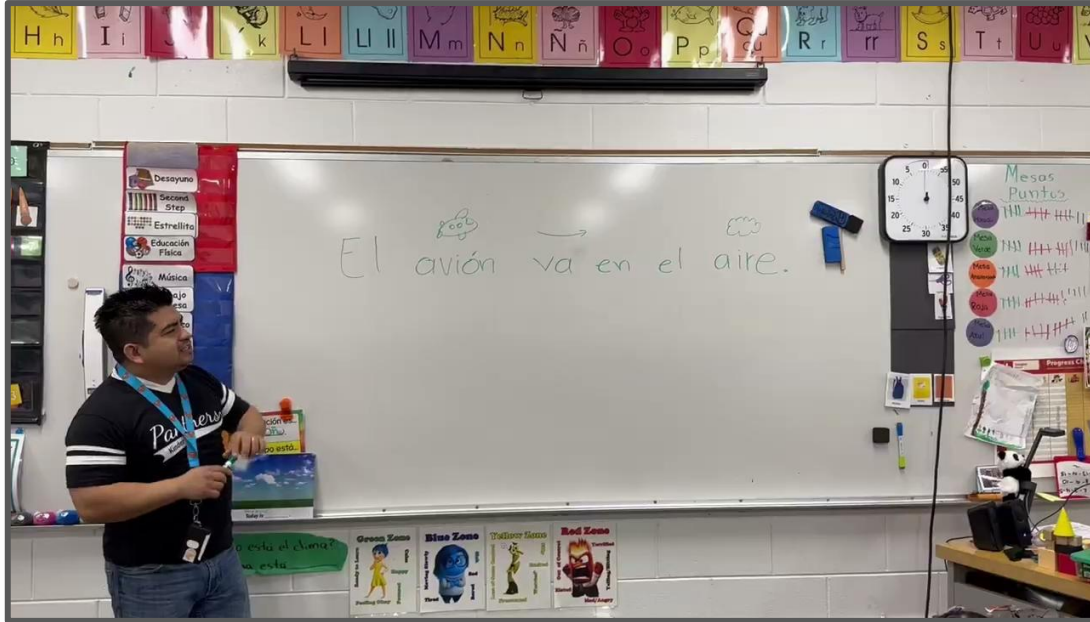
Content and Process

Continuum of Language Complexity

Model and Practice

Post in Interest Areas
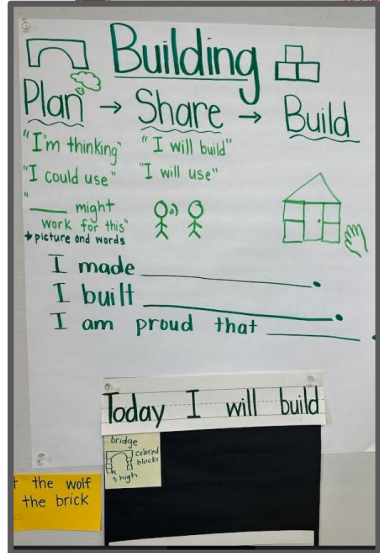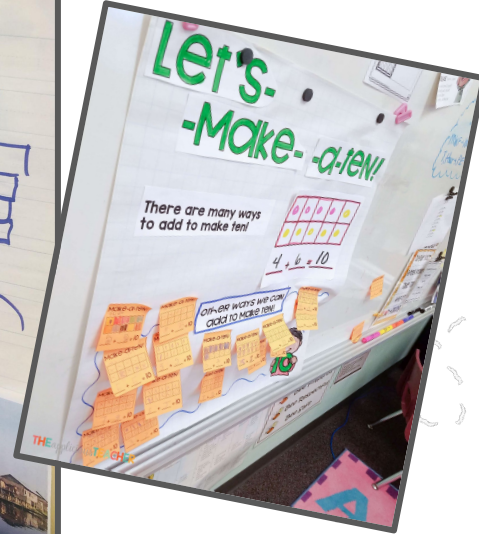
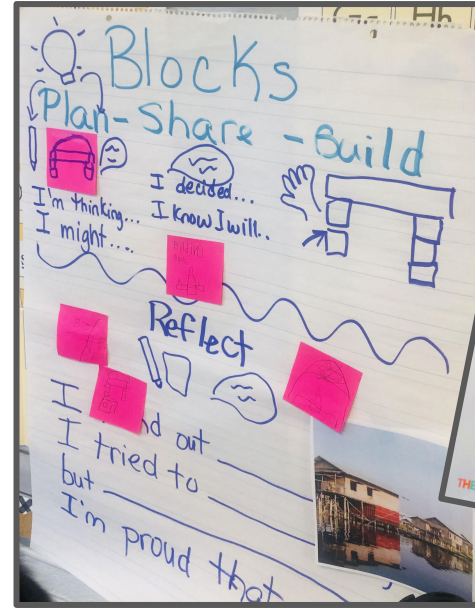Messy Play Sentence Frames to Try
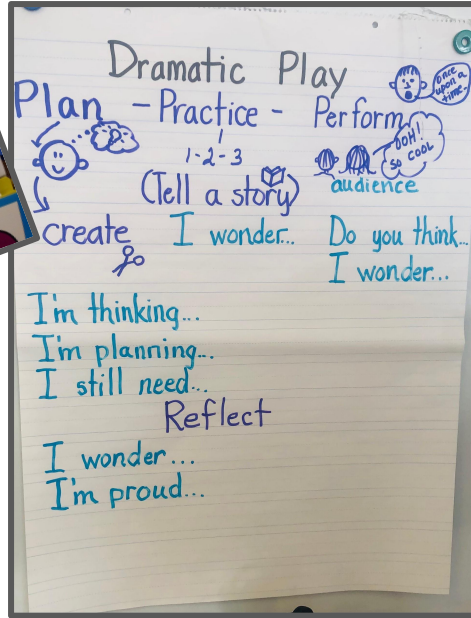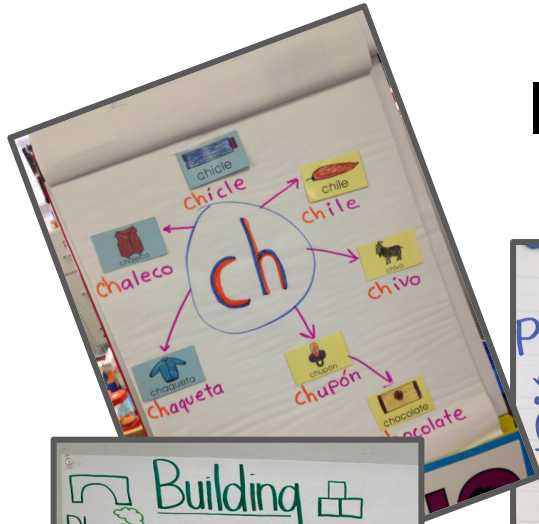
_____, this feels _____.	_____ , se siente _____.
I could use _____ to _____.	Podría usar _____ Para _____.
If I added _____, then _____.	Si le añado _____, Entonces _____.
I notice that _____.	Yo noto que _____.
I had a nervous moment when _____, but then___.	Me puse nervioso cuando _____.
It's exciting that _____.	Me emociona que _____.

Discuss

Relationship-Building Sentence Frames

Hi, my name is _____.

I enjoy _____.

picture cards

__ like your name. __ reminds me of __

_____, I like to

word bank

__ay you like to __ similar because I __

_____, but I

Dictado…Beneficial for Monolingual and Dual Environments!

Interactive Anchor Charts in Play

Considering the approval in the context of the work…