



# English as a Second Language (ESL) Specialist Certification Program Handbook

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## Program Overview

### Mission Statement:

At Indiana University of Pennsylvania, our mission is to develop teachers who lead multilingual students to academic success by valuing their life experiences and linguistic resources, serving as advocates for their students and their families in their schools and communities, and effectively applying knowledge of English and language acquisition in the classroom and beyond.

### Brief Synopsis:

The ESL Certification Add-on Undergraduate program is designed to provide two pathways. For undergraduate teacher candidates (majoring in education and enrolled in primary teacher certification programs), the program provides them with the option of adding ESL certification. Only after the initial Teaching Certificate has been filed for and granted can students then submit the paperwork to POE for the Add-on Certificate. These students take five courses, with the fifth being a practicum (**see page 9**).

For students interested in teaching English abroad or moving on to graduate work in linguistics, the certificate provides them with a foundational core of concepts and experiences that will allow them to pursue these goals. These students take all the same courses *except* practicum.

### Identity Labels: An Important Note on Language

Identity labels, or ways of naming groups of people, shape how we see our students and how our students see themselves. IUP's English Education and English as a Second Language programs use ESL (English as a Second Language) and ELL (English Language Learner) in several programmatic documents because our public schools and accrediting agencies use those labels.

The field of applied linguistics has questioned these labels because ESL/ELL tend to emphasize what students lack instead of what students bring. As a program, we believe in the linguistic resources of all students, and that is one reason why you will hear faculty use more affirming identity labels, such as "multilingual." This label helps us recognize our students as diverse language users who are continually adding to their language knowledge and abilities. It also helps us see our students' continual linguistic growth as a strength.

Of course, as you move through the program, you will gain an understanding of the language we use and the implications of these choices.

## Why add ESL certification?

### **Future Public School Teachers:**

English Language Acquisition is listed as a nationwide teacher shortage area by the US Department of Education. Pennsylvania has reported statewide public-school shortages each year for most of the 2010s. Schools need well-prepared teachers to teach multilingual students.

All content area teachers are required to teach multilingual students effectively. Adding on this certification enhances a teacher 's ability to teach their subject matter to all students.

### **Interested Non-education majors: Why ESL Certification?**

- Teach abroad
- Preparation for graduate-level linguistic courses and programs
- Professional development and skills for intercultural and international contexts

## Brief Course Descriptions

### **ENGL 415, English Language Study for Teachers, 3 credits (online), Fall only**

Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, work with ELLs, and linguistic descriptions of styles and registers are an integral part of the course.

### **ENGL 424, Second Language Acquisition, 3 credits (online), Spring only**

Focuses on how people learn and develop a second language. Explores research in second language acquisition (SLA) and focuses on the multidisciplinary nature of second language learning and use. Concentrates on the history of SLA and how understanding SLA can affect teaching and learning.

### **ENGL 426, ESL Methods and Materials, 3 credits (online), Fall only**

Introduces English as a second language theory and pedagogical practice through emphasis on multilingual students' experiences in institutional contexts. Covers the (1) general understanding of current theory and methods of teaching ESL and the (2) ability to select, adapt, and design curricular materials for elementary and secondary ESL students.

### **ENGL 442, Cross-Cultural Communication, 3 credits (online), Spring only**

Students will learn about major trends, issues, research, and exploration in cross-cultural communication. They will be introduced to a conceptual framework for understanding cross-cultural communication in and out of the classroom.

### **ENGL 493, Internship (Field Experience), 3 credits (face to face ONLY), *only for teacher education candidates***

The internship provides candidates with an opportunity to observe and assist an experienced certified ESL teacher and to observe and teach ESL students in English classes as they develop their literacy and language knowledge and skills. 60 hours of observation. 30 of which must be in a public-school setting with a certified ESL teacher. More information is provided on the next page.

**Course Requirements and Schedule**  
**(15 Credits total, completed in 2-3 semesters)**

<b>Fall</b> (to be taken junior or senior year)	<ul style="list-style-type: none"> <li>• ENGL 415, English Language Study for Teachers (3)</li> <li>• ENGL 426, ESL Methods and Materials (3)</li> </ul> <p style="text-align: center;"><i>You can split courses up or take them together. If you split courses, <b>take ENGL 415 FIRST.</b></i></p>
<b>Spring</b> (to be taken sophomore, junior or senior year)	<ul style="list-style-type: none"> <li>• ENGL 424, Second Language Acquisition (3)</li> <li>• ENGL 442, Cross Cultural Communication (3)</li> </ul>
<b>Senior Year</b>	<ul style="list-style-type: none"> <li>• ENGL 493, Internship (3) [<b>Only required for education students seeking PDE teaching certificate</b>]</li> </ul> <p>Sign up in fall. 30 hours in classroom must be completed in fall. 30 remaining hours in community settings (if the full 60 are not completed in the classroom) may be continued into spring.</p> <p><i>Note that the internship involves <b>60 hours of face to face instruction with English Language Learners, 30 of which will occur during a school placement.</b></i></p>

## IUP Program Competencies

*based on TESOL/CAEP Standards and The Framework for English as a Second Language  
Program Specialist K-12 Guidelines*

1. **Language:** Candidates demonstrate knowledge of the English language and second language acquisition in order to help ELLs acquire language and literacies and participate in a variety of contexts in and outside of school. (Based on Standard 1, Domain I)
2. **Culture:** Candidates demonstrate and apply knowledge of how sociocultural contexts shape ELLs' language and education; how educator histories and biases can impact their understanding of ELLs; how relationships with educators can impact ELLs' language acquisition; and how increased awareness of ELLs' individual biographies (including language , literacy, family, and physical contexts) should shape instructional planning , assessments , and goals. (Based on Standard 2, Domain II)
3. **Planning & Instruction:** Candidates use best practices in the field, purposeful technology, and awareness of standards to design and implement interactive lessons that further ELLs' literacies and language acquisition. Candidates develop and use relationships with colleagues, families, and communities to support ELLs' development. (Based on Standard 3, Domain III)
4. **Assessment:** Candidates use various equitable assessments for ELLs; analyze those assessments to make choices that serve ELLs; effectively communicate those decisions with stakeholders; and advocate for fair assessment practices for ELLs. (Based on Standard 4, Domain IV)
5. **Professionalism:** Candidates demonstrate professionalism by working with colleagues, administrators, and families to promote ELLs' learning; expressing knowledge of policies and procedures that affect ELLs; and advocating for ELLs and their families. (Based on Standard 5, Domain V)

## ESL Program Application

Follow the link to apply online: [ESL Certificate Program Application](#)

### Department of English Application for ESL Certification Add-on Undergraduate

**Please Note:** You can use this form to help you gather the information you will need to complete the online form, or you can fill this out and email it to Dr. Wender (ewender@iup.edu).

Name \_\_\_\_\_ Banner ID @ \_\_\_\_\_

IUP Email \_\_\_\_\_ Phone \_\_\_\_\_

Major \_\_\_\_\_ Anticipated Graduation Date \_\_\_\_\_

**Check one below:**

\_\_\_\_ I am an Education major and intend to add ESL Certification from the state of Pennsylvania. *If checked, fill out the information below:*

Step 1 Status: Circle one. YES NO If no, anticipated Step 1 Date \_\_\_\_\_

\_\_\_\_ I am NOT an Education major.

**Addresses:**

Local Address \_\_\_\_\_

Permanent Address \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_

Advisor's Campus Address \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Requirements (12 credits for non-education majors, 15 credits for education majors)**

Course	Credits



ENGL 415, English Language Study for Teachers (Fall, junior status required) <b>If possible, take first.</b>	3
ENGL 426, ESL Methods and Materials (Fall, junior status required)	3
ENGL 424, Second Language Acquisition (Spring)	3
ENGL 442, Cross-Cultural Communication (Spring)	3
<b><i>Ed Majors only</i></b> ENGL 493, Internship, Field Experience (Fall) <ul style="list-style-type: none"> <li>- <i>all other courses must be complete or being completed concurrently</i></li> <li>- <i>Step 1 status required</i></li> <li>- <i>Clearances must be up to date in CastleBranch</i></li> </ul>	3

Please show when you plan to take the required courses:

**Appendix A: ESL Certificate Lesson Plan Template**

**Student Teacher:**

**Date:**

**Subject:**

**Grade Level:**

**Individual Needs and Levels:**

Students	Levels and Accommodations

**Materials:**

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**Content Objective(s)**

<i>Students will be able to . . .</i>
---------------------------------------

**Language Objective(s)**

<i>Students will be able to . . .</i>
---------------------------------------

**Standards (Please use the [PA ELPS](#))**

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**Academic vocabulary used:**

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**SIOP Features**

Use as a checklist of possibilities to help you plan

<p><b>Student Connections</b></p> <ul style="list-style-type: none"> <li>• Adaptation of content</li> <li>• Links to background knowledge and experience</li> <li>• Links to past learning</li> <li>• Link to home and family</li> </ul>	<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Guided practice</li> <li>• Independent practice</li> <li>• Comprehensible input</li> </ul>	<p><b>Group Options</b></p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> <li>• Partners</li> <li>• Individual</li> </ul>
<p><b>Language Processes</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> </ul>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Hands-on</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Oral</li> </ul>

<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful use of resources</li> <li>• Linked to objectives</li> <li>• Promotes engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Individual</li> <li>• Group</li> </ul>
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**Procedures (Break down with time estimates and clear instructions and language that you would use.)**

Time Estimates	Detailed Steps

**Assessment:** How will you know students have met your objectives at the end of this lesson? Please list.

## Appendix B: Online ESL Resources

### [Dave's ESL Cafe:](#)

"My name is Dave Sperling and I'm the founder of Dave's ESL Cafe. After teaching around the globe and completing my MA in Linguistics in 1995, I created Dave's ESL Cafe as a meeting place for ESL + EFL teachers and students from around the world. Explore and enjoy!"

### [TESOL International Association:](#)

TESOL International Association advances the expertise of professionals who teach English to speakers of other languages in multilingual contexts worldwide. We accomplish this through professional learning, research, standards, & advocacy.

### [The Center for Advanced Research on Language Acquisition:](#)

The mission of CARLA is to study multilingualism and multiculturalism, to develop knowledge of second language acquisition, and to advance the quality of second language teaching, learning, and assessment by: conducting research and action projects, sharing research-based and other forms of knowledge across disciplines and education systems extending, exchanging, and applying this knowledge in the wider society.

### [TeachingEnglish:](#)

TeachingEnglish is brought to you by the British Council, the world's English teaching experts. If you want help planning your lessons, you've come to the right place! We have hundreds of high-quality resources to help you in the classroom as well as articles, videos, publications and courses to help you with your continuing professional development as a teacher or teacher educator

### [ESLGalaxy:](#)

Our resources range from printable worksheets to computer-assisted ESL materials. Our team is made up of full-time English teachers who are still creating and updating this website on an almost daily basis.

### [Pennsylvania ELP Standards:](#)

Published by the Pennsylvania Department of Education, this document includes the PreK-12 English Language Proficiency Standards

**Appendix C: ENGL 493 Internship/Field Experience Observation Form**

*To be used by faculty supervisor*

**Student Teacher:**

**Date:**

**Center or School:**

**Mentor Teacher:**

**Subject:** English as a Second Language

**Brief Summary (objectives, procedures, ELPS)**

**Academic vocabulary used:**

**When did multilingual students...**

<b>Speak:</b>	<b>Listen:</b>
<b>Read:</b>	<b>Write:</b>
<b>Experience or Reflect on Culture?</b>	

### SIOP Features Checklist

<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Individual</li> <li>• Group</li> </ul>	<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Guided practice</li> <li>• Independent practice</li> <li>• Comprehensible input</li> </ul>	<p><b>Group Options</b></p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> <li>• Partners</li> <li>• Individual</li> </ul>
<p><b>Language Processes</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Vocabulary use</li> <li>• Grammar and sentence development</li> </ul>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Hands-on</li> <li>• Meaningful use of resources</li> <li>• Linked to objectives</li> <li>• Collaborative</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Adaptation of content</li> <li>• Links to background knowledge and experience</li> <li>• Links to past learning</li> <li>• Link to home and family</li> </ul>

**Commendations:**

**Questions:**

**Constructive Feedback:**

### Appendix D: English 493: ESL Add-on Specialist Observation Rubric

*(to be completed by mentor teacher and university supervisor during the field experience)*

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unacceptable</b>
<p><b>Knowledge about Language</b> (Standard 1)</p> <p><i>Lesson Plan</i> (1b, 1d)</p>	<p>Utilizes ESL program lesson plan model with most SIOP features, including effective scaffolding that demonstrates knowledge of second language acquisition theory and the developmental process of language.</p> <p>Thorough and precise lesson plan rationale and objectives demonstrate candidate's knowledge of English academic language functions, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.</p>	<p>Utilizes ESL program lesson plan model with multiple SIOP features, including scaffolding that demonstrates knowledge of second language acquisition theory and the developmental process of language.</p> <p>Lesson plan rationale and objectives demonstrate candidate's knowledge of English academic language functions, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.</p>	<p>Utilizes ESL program lesson plan model with some SIOP features but could use more. Includes limited scaffolding that demonstrates some knowledge of second language acquisition theory and the developmental process of language.</p> <p>Lesson plan rationale and objectives demonstrate some knowledge of English academic language functions, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas, but these sections could be more specific or developed.</p>	<p>Does not use ESL program lesson plan model. Scaffolding is insufficient. Lesson plan is undeveloped.</p>
<p><b>Knowledge about Language</b> (Standard 1)</p> <p><i>Teaching</i> (1a, 1b)</p>	<p>Effectively demonstrates knowledge of English language structures and discourse.</p> <p>Candidates consistently and creatively apply second language acquisition theory in scaffolding, assessment, and interactions with students.</p>	<p>Effectively demonstrates knowledge of English language structures and discourse.</p> <p>Candidates apply second language acquisition theory in scaffolding, assessment, and interactions with students.</p>	<p>Demonstrates some knowledge of English language structures and discourse.</p> <p>Candidates apply second language acquisition theory in scaffolding, assessment, and/or interactions with</p>	<p>No clear demonstration of English language structures and discourse. Ineffective application of second language acquisition and language processes.</p>

			students but could do so more consistently.	
<p><b>Knowledge about Language</b> (Standard 1)</p> <p><i>Teaching (1a)</i></p>	<p>Candidates consistently serve as social and academic language models for ELLs.</p>	<p>Candidates serve as social and academic language models for ELLs.</p>	<p>Candidates mostly serve as social and academic language models for ELLs but could do so more consistently through various means, such as increased modeling and interaction.</p>	<p>Candidates do not serve as social and academic language models throughout the majority of the lesson.</p>
<p><b>ELLs in the Sociocultural Context</b> (Standard 2)</p> <p><i>Lesson Plan (2c, 2d)</i></p>	<p>Explicitly and effectively connects home and school cultures.</p> <p>Individual Needs and the Procedures sections demonstrate knowledge of student language levels, thoughtful accommodations, and clear opportunities for differentiation.</p>	<p>Connects home and school cultures but could be more explicit.</p> <p>Individual Needs and the Procedures sections demonstrate knowledge of student language levels, accommodations, and an opportunity for differentiation.</p>	<p>Attempted to connect home and school cultures but needs to be more explicit.</p> <p>Individual Needs and the Procedures sections demonstrate some knowledge of student language level and accommodations. Opportunities for differentiation could increase and be more explicit.</p>	<p>Does not connect home and school cultures.</p> <p>Individual Needs and the Procedures sections demonstrate inaccurate knowledge of student language levels and accommodations. Opportunities for differentiation may not make sense or may be missing.</p>
<p><b>ELLs in the Sociocultural Context</b> (Standard 2)</p> <p><i>Teaching (2a, 2b, 2c)</i></p>	<p>Explicitly marks cultural contexts and language and scaffolds students' opportunities to contextualize language.</p> <p>Prioritizes meaningfully connecting school and home.</p> <p>Promotes both social and academic language learning through interactions with students as well as instruction.</p>	<p>Explicitly connects cultural contexts and language.</p> <p>Explicitly connects school and home.</p> <p>Promotes both social and academic language learning through interactions with students as well as instruction.</p> <p>Demonstrates knowledge of individual students and</p>	<p>Touches on cultural contexts and language.</p> <p>Mentions home but connections between school and home could be more explicit.</p> <p>Promotes both social and academic language learning through interactions with students as well as instruction</p>	<p>Does not contextualize language or connect home and school.</p> <p>May not interact with students enough to promote social language.</p> <p>Demonstrates limited knowledge of individual students. Differentiation is ineffective or missing.</p>



	Demonstrates knowledge of individual students and effectively differentiates instruction and assessment throughout the lesson.	effectively differentiates instruction and/or assessment.	but could do so more consistently.  Demonstrates knowledge of individual students but differentiation is limited and could be more effective.	
<b>Planning and Implementing Instruction</b> (Standard 3)  <i>Teaching</i> (3a, 3b, 3e)	Student-centered, developmentally appropriate, and interactive strategies engage students throughout the lesson.  Effective differentiation throughout the lesson allows students to engage in multiple language processes at their various levels.  Teacher candidate selected and/or adapted materials to ensure a culturally and linguistically relevant and supportive environment.	Student-centered, developmentally appropriate, and interactive strategies engage students at various points in the lesson.  Some differentiation allows students to engage in language processes at their various levels.  Materials ensure a culturally and linguistically relevant and supportive environment.	Although student-centered, developmentally appropriate, and interactive strategies are used at some point, they could be used more consistently throughout the lesson.  Differentiation allows students to engage in language processes at their various levels but could be used more effectively and/or consistently.  Although materials may have been selected and/or adapted to ensure a culturally and linguistically relevant and supportive environment, better materials could be found.	Does not use student-centered, developmentally appropriate, and interactive strategies.  Minimal to no differentiation.  Materials may not ensure a culturally and linguistically relevant and supportive environment.
<b>Planning and Implementing Instruction</b> (Standard 3)  <i>Lesson Plan</i>	Detailed and complete lesson plan follows ESL program model.  Procedures contain many SIOP features from the lesson plan	Complete lesson plan follows ESL program model.  Procedures contain several SIOP features from the lesson plan checklist, including several	Lesson plan follows ESL program model but lacks detail.  Procedures contain some SIOP features from the lesson	Lesson plan may not follow ESL program model and/or may lack detail.  Procedures minimally use SIOP features.

(3a, 3b, 3e)	<p>checklist, including all or most scaffolding and student connections features.</p> <p>Rationale connects language objectives to students' language levels with specifics.</p> <p>Precise and important objectives guide well-scaffolded procedures and formative assessment.</p>	<p>scaffolding and student connections features.</p> <p>Rationale connects language objectives to students' language levels.</p> <p>Objectives guide procedures and formative assessment.</p> <p>Scaffolding is effective but could be increased.</p>	<p>plan checklist but could use more, especially scaffolding and student connections features.</p> <p>Rationale begins to connect language objectives to students' language levels.</p> <p>Objectives guide some procedures and assessment but not all. More scaffolding is needed.</p>	<p>Rationale minimally connects language objectives to students' language levels if at all.</p> <p>Objectives may not guide procedures and assessment. More scaffolding is needed.</p>
<p><b>Assessment</b> (Standard 4)</p> <p><i>Lesson Plan</i> (4b)</p>	<p>In the rationale and the individual needs table of the lesson plan, candidate explains how language goals are based on prior assessment data.</p> <p>Lesson plan clearly notes how assessment data will be collected during the lesson; assessment design is innovative, differentiated, tied to language objectives, and uses a variety of resources.</p>	<p>In the rationale and the individual needs table of the lesson plan, candidate identifies how language and content learning goals are based on prior assessment data.</p> <p>Lesson plan clearly notes how assessment data will be collected during the lesson; assessment design is effective, differentiated, and tied to language objectives.</p>	<p>Candidate briefly names that language and content learning goals are based on prior assessment data.</p> <p>Lesson plan notes how assessment data will be collected during the lesson; assessment design is tied to language objectives but could use more thoughtful differentiation.</p>	<p>Ineffectively incorporates prior or current assessment into the lesson plan.</p>
<p><b>Assessment</b> (Standard 4)</p> <p><i>Teaching</i> (4b)</p>	<p>Effectively incorporates assessment into lesson delivery. Ends lesson with multiple points of formative assessment data. Assessment is innovative, engaging, differentiated, tied to language objectives, and uses a variety of resources.</p>	<p>Effectively incorporates assessment into lesson delivery. Assessment is effective, differentiated, and tied to language objectives.</p>	<p>Incorporates assessment into lesson delivery but assessment delivery could be more effective. Assessment may lack differentiation or could be more directly tied to language objectives.</p>	<p>May not clearly incorporate assessment into lesson delivery. Assessment is not clearly tied to language objectives and lacks differentiation.</p>

<p><b>Professionalism</b> (Standard 5)</p> <p><i>Teaching and Follow-up Discussion</i> (5a, 5d)</p>	<p>Fully understands successes and challenges during the lesson and takes initiative to devise next steps for instruction as well as potential revision ideas for the lesson.</p> <p>Receptive to feedback from supervisor and mentor teacher and integrates feedback into teaching practice and planning.</p> <p>Takes initiative to collaborate with and support mentor teacher on current and future instruction.</p>	<p>Understands successes and challenges during the lesson and devises next steps for instruction and potential revision ideas for the lesson.</p> <p>Receptive to feedback from supervisor and mentor teacher and integrates feedback into teaching practice and planning.</p> <p>Collaborates with mentor teacher on current and future instruction.</p>	<p>Names successes and challenges during the lesson. With guidance, devises next steps for instruction and potential revision ideas for the lesson.</p> <p>Receptive to feedback from supervisor and mentor teacher but needs support integrating feedback into teaching practice and planning.</p> <p>Collaborates with mentor teacher on current and future instruction when asked.</p>	<p>Struggles to name successes and challenges during the lesson. Needs guidance to devise next steps for instruction and may resist potential revision ideas for the lesson.</p> <p>Uninterested in feedback from supervisor and mentor teacher. May struggled to integrate feedback into teaching practice and planning.</p> <p>Needs to be pushed to collaborate with mentor teacher on current and future instruction.</p>
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## Appendix E: Verification and Acknowledgement

1. I have read the ESL Program Specialist Certification Add-on Online Handbook. Furthermore:

2. I acknowledge that I will be held responsible for *all policies and requirements* noted in the ESL Program Specialist Certification Add-on Online Handbook.

3. I understand that submission of this signed form to the Teacher Education Office is a requirement before beginning student teaching.

Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_