



**MARYLAND TESOL**

# **HANDBOOK**

**for Educators of  
English Learners**

**Luis Javier Pentón Herrera, Ph.D.**

**Drew S. Fagan, Ed.D.**

**Sherry Lyons, M.A.**

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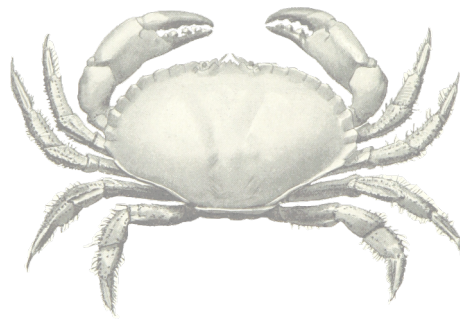
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To our English learners and teachers. You amaze us every day.

~ Luis, Drew, and Sherry



## ABOUT THE AUTHORS



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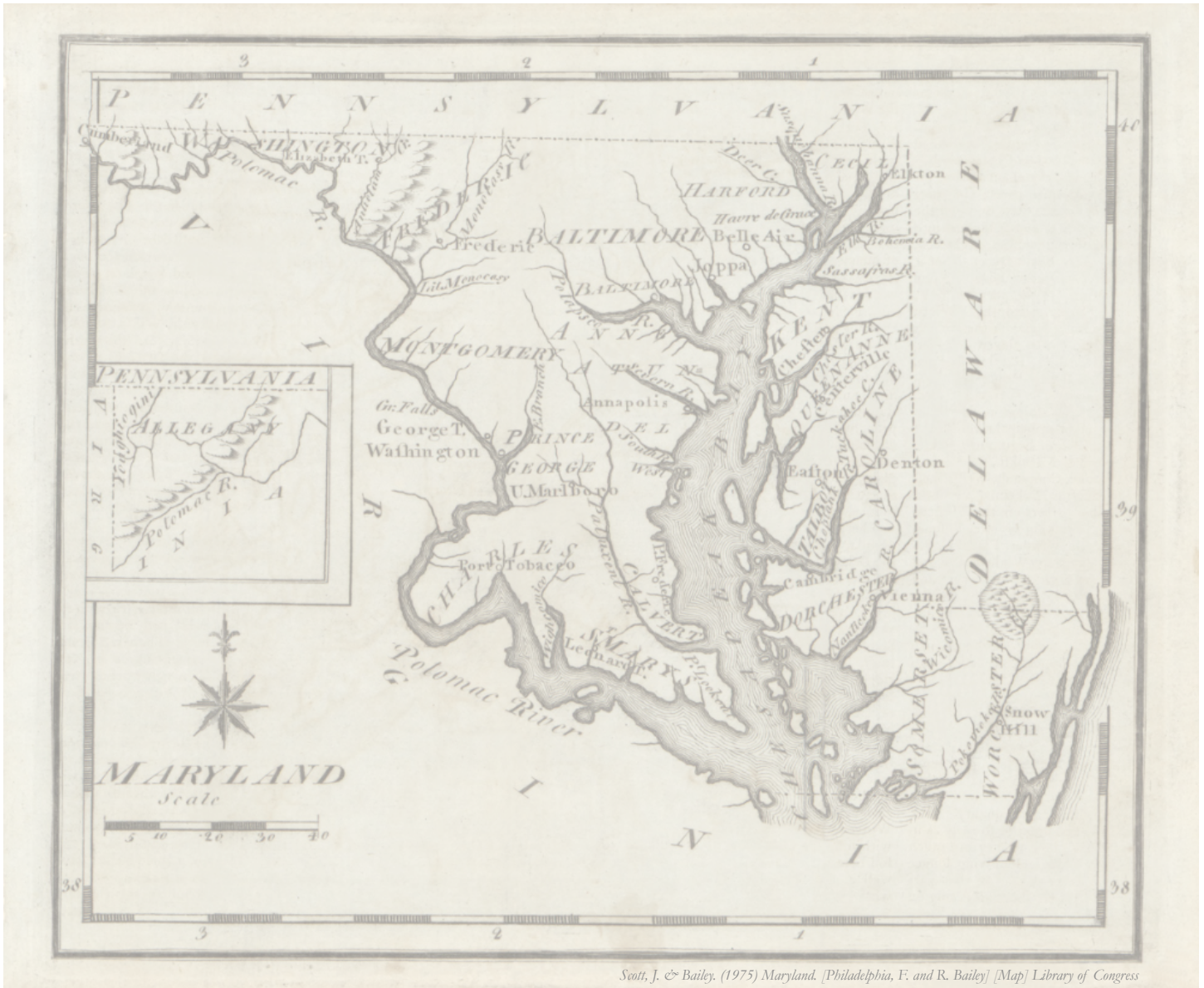
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**Sherry Lyons** is a Past President of Maryland TESOL and served six years in various leadership roles (Past President, President, 1<sup>st</sup> VP, 2<sup>nd</sup> VP, and Treasurer) as a member of the Executive Board. She currently serves as a member of the Academic Advisory Board for the Washington English Center (WEC) in Washington, D.C., and for the past five years, Sherry has been a teacher educator in the MA TESOL program at the University of Maryland, Baltimore County (UMBC). She has worked in the TESOL field for more than ten years in adult ESL and higher education programs that serve adult English learners. Sherry was a site coordinator and taught adult English learners in the ESL program for adult immigrants at the Community College of Baltimore County (CCBC), and she spent seven years teaching international students, across all proficiency levels, at UMBC's English Language Institute (ELI). During her three-year tenure as the ESOL Program Coordinator & Instructional Specialist for MCAEL, a local non-profit

organization serving adult ESL providers and instructors throughout Montgomery County, Sherry also organized and promoted monthly professional development for adult ESL instructors in the MCAEL network.



Scott, J. & Bailey. (1975) Maryland. [Philadelphia, F. and R. Bailey] [Map] Library of Congress



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# INTRODUCTION

The beginning of this Handbook is traced back to a monthly Maryland TESOL board meeting during Karen Blinder's Presidency (2016-2017). At that point, some of the board members discussed the idea of working on a Maryland TESOL Handbook for teachers of English learners. Since that time, Past Presidents and board members have continued to think about this idea and, with their support and trust, we (Luis, Drew, and Sherry) were appointed to make this project a reality. In this introduction, we share more information about the Maryland TESOL organization, its mission, and the goal of this Handbook.

## **Maryland TESOL**

Maryland TESOL is a 501(c)(3) organization dedicated to the improvement and advancement of teaching English to speakers of other languages. Maryland TESOL is an affiliate of TESOL, the international organization of professionals interested in teaching English to speakers of other languages.

## **Maryland TESOL's Mission**

Maryland TESOL has the following goals:

- To disseminate information;
- To strengthen instruction and research at all levels of English to speakers of other languages;
- To provide leadership in professional concerns;
- To promote scholarship;
- To cooperate in appropriate ways with other groups having similar concerns.

## **Goal of this Handbook**

The goal of this Handbook is to serve as a helpful resource for current practicing teachers, teachers-in-training, teacher leaders, prospective teachers, paraprofessionals/teaching assistants, teacher educators, administrators, and other stakeholders who support English learners in the state of Maryland. As such, we have divided this Handbook into six main parts:

**Part 1:** English Learners. **Objective:** To provide stakeholders general, foundational, and contemporary information to support English learners.

**Part 2:** Maryland English Learner Demographics and Programs. **Objective:** To provide information about demographics of and educational programs for English learners in the state of Maryland.

**Part 3:** Becoming an ESOL/ESL Teacher in Maryland. **Objective:** To present roadmaps for anyone hoping to become an ESOL/ESL teacher in the state of Maryland.

**Part 4:** Advocating for English Learners in Maryland. **Objective:** To explain the importance of advocacy in the TESOL field, and to propose two advocacy frameworks: one for teachers and practitioners, and one for advocates in community organizations.

**Part 5:** Community Organizations that Support and Help English Learners and their Families in Maryland. **Objective:** To provide a list of organizations that offer education, health, and advocacy support for English learners, their families, and immigrant populations in general in the state of Maryland and surrounding areas.

**Part 6:** Further Channels for TESOL Professional Development. **Objective:** To provide resources for teachers to do further professional development within the field of TESOL.

**Important Note:** As an important clarification, the authors are not receiving any financial incentives from the organizations included throughout the Handbook.

**Acknowledgments:** We would like to extend our heartfelt appreciation to everyone who supported us in the preparation and review of this Handbook. In particular, we would like to express our gratitude to Sandy Tadeo ([@santadeox](#)) for graciously providing his artistic skills in designing, formatting and turning this Handbook into an elegant yet user-friendly product. We are also deeply appreciative to Kendall Sethna and Kirstin Thomas for their stellar contributions in the “Advocacy in Action” sections, and to Rishan Habte for her time in supporting this project. Lastly, we would like to recognize and extend our deepest appreciation to all reviewers, including Ilhye Yoon and Loren Jones, for their meticulous review of this Handbook, and to the 2020-2021 Executive Board at Maryland TESOL: Ashley Jenoff (Past President), Katie Miller (President), Jamie Harris (1st Vice President), Rosie Verratti (Treasurer), and Elizabeth Phillipson (Secretary), for their trust in us and in this project.



PART 1

# ENGLISH LEARNERS



## PART 1: ENGLISH LEARNERS

**Objective:** To provide stakeholders general, foundational, and contemporary information to support English learners.

### Introduction

Since the inception of the Teaching English to Speakers of Other Languages (TESOL) International Association in 1966, TESOL, as a field in its own right, has been viewed in academia as leading the way in understanding how students of all life experiences learn the English language. The TESOL field is inextricably linked to numerous other fields such as Theoretical Linguistics, Applied Linguistics, Sociology, Cognitive Psychology, Foreign/World Language Education, Bilingual Education, Dual Language Education, Minority and Urban Education, and Intercultural Communication, to name a few. Given this breadth, there are numerous foundational concepts that outline the core of what it means to know and work within the TESOL field. In the sections below, we introduce and define a list of relevant, non-exhaustive key terms that educators of English learners should be familiar with.

### Important Key Terms

In the section below, we introduce common acronyms used across educational contexts within TESOL. In addition, we share basic language learning concepts and policies pertaining to English learners.

#### Common Acronyms

- **English as a Second Language (ESL):** The teaching of English to speakers of other languages in countries where English is the dominant and/or official language (e.g., the United States); often a contrast to the term English as a Foreign Language (see below). ESL is commonly used in adult/higher education within U.S. contexts<sup>1</sup>. Historically, ESL assumed English to be the learner's second language as opposed to third, fourth, etc. Sometimes, English as an Additional Language (EAL) is used to address this distinction, though nowadays ESL colloquially refers to English being any additional language for the student.
- **English as a Foreign Language (EFL):** The teaching of English to speakers of other languages in a country where English is not the dominant and/or official language (e.g., Japan); often used as a contrast to

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<sup>1</sup> We understand that different terms and acronyms are used in adult education programs throughout Maryland. For the purpose of consistency with current research literature, in this Handbook we will use the term ESL when referring to adult programs.

ESL (see above).

- **English for Speakers of Other Languages (ESOL):** Used within U.S. K to 12 contexts to encompass the teaching of English to speakers of other languages in any educational setting for any English learner. Those certified in K to 12 contexts to teach English learners are often referred to as “ESOL” teachers.
- **English Learner (EL):** The official federal term used to identify a learner who is learning English as an additional language per the Every Student Succeeds Act (ESSA) signed into federal law in December 2015 by President Barack Obama (see the **Basic Language Learning Concepts and Policies** section below for more details on ESSA).
- **English Language Learner (ELL):** Another contemporary term to identify a learner who is learning the English language as an additional language, though it is viewed by some, particularly within K to 12 contexts, as being a somewhat deficit-based label that emphasizes learners’ lack of English language as opposed to their multilingual strengths. It is still often used in adult and higher education settings, though.
- **Limited English Proficient (LEP) Learner:** A deficit-based legal term used on No Child Left Behind (NCLB) documents in K to 12 settings prior to ESSA (pre-2015 in federal papers, pre-2018 in Maryland state papers).
- **Emergent Multilingual Learner:** An asset-based term used to emphasize the strengths young English learners bring in knowing and learning various facets of multiple languages simultaneously. Also known as **Emergent Bilingual Learner** ([García, Kleifgen, & Falchi, 2008](#)), though even this latter term has been critiqued for not taking into account a child who may be experiencing more than two languages simultaneously.
- **First Language (L1):** Refers to the initial language(s) a child develops. L1 is often viewed as the dominant language, though this is not always the case.
- **Second Language (L2):** Historically refers to the second language learned beyond the L1, though nowadays it is colloquially used to refer to any language beyond the L1 (3<sup>rd</sup>, 4<sup>th</sup>, etc.).
- **Dual Language Learner (DLL):** Used in early childhood education (Birth to 3<sup>rd</sup> grade) to refer to a learner who is still in the process of acquiring their L1 while also simultaneously beginning to acquire an L2.
- **Heritage Language Learner (HLL):** “Students who have a family background in which a non-English language is, or was, spoken” (Valdés, 2005, p. 412). For HLLs, the non-English language may technically be their L1, though it is often not their dominant language, nor is it the prioritized language used outside of

specific familial/community interactions. English, though it may be their L2 technically, is often their dominant language, including often being the sole language used in their education.

- **Native Speaker /Non-Native Speaker (NS/NNS):** Dichotomous terms that are still found in many legal documents concerning language learners and language learning as well as in much language learning research to distinguish language learners from non-learners. Here, speakers whose first, dominant, and often only fluency in a language is English are referred to as *native speakers* of English, while those who learned English as an additional language at some point after their L1 are referred to as *non-native speakers* of English. These terms are controversial in that they focus on what people cannot do with language as opposed to the language strengths that they already possess. The TESOL field in the 21<sup>st</sup> century puts itself forward as a field of “yes” and “can” as opposed to “no” and “cannot,” where learners have already come to the classroom with immense life experiences and language knowledge that should be used as their academic foundation.

### Basic Language Learning Concepts and Policies

- **Second Language Acquisition (SLA):** The process of acquiring a language other than one’s L1. SLA also refers to the discipline of studying this process.
- **Basic Interpersonal Communication Skills (BICS):** Originally coined by Jim Cummins, this refers to the social language used on a day-to-day basis. Characteristics of BICS include language that is context-embedded (in other words, language that is accompanied by verbal and nonverbal context clues) and cognitively undemanding (in other words, language connected to familiar actions). Examples of BICS include language used for greetings.
- **Cognitive Academic Language Proficiency (CALP):** Originally coined by Jim Cummins, this refers to the academic language used in classroom settings across disciplines and grade levels. Characteristics of CALP include language that is context-reduced (in other words, minimal to no context clues to help learn the language) and cognitively demanding (in other words, the use of higher-order thinking). Examples of CALP include the language to do a geometry proof or to understand photosynthesis.
- **Sheltered Instruction Observation Protocol (SIOP):** An instructional model used in K to 12 settings to address English learners’ academic, language, and cultural needs across the curriculum. The method includes eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review & Assessment. SIOP is commonly used in some,



but not all, Maryland school systems.

- **Cognitive Academic Language Learning Approach (CALLA):** An instructional model that focuses on teaching strategies to English learners for both language and content. More commonly used in middle and high school, there are five steps: Preparation, Presentation, Practice, Evaluation, and Expansion. Interconnected with the five steps are three overarching categories of learning strategies: Metacognitive, Cognitive, and Social/Affective.
- **Theory of Multiple Intelligences:** Originally constructed by Howard Gardner, this theory emphasizes how human intelligence falls into different modalities as opposed to being one singular entity. There are eight types of intelligences that humans are said to possess: linguistic, bodily-kinesthetic, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and naturalistic. Looking at intelligence in this way allows teachers to understand that our different student populations bring with them different ways of knowing and ways of skill acquisition.
- **Culturally Responsive Pedagogy (CRP):** As summed up by Geneva Gay in her 2010 book, *Culturally Responsive Teaching: Theory, Research, and Practice*, CRP “filters curriculum content and teaching strategies through ...cultural frames of reference to make the content more personally meaningful and easier to master...it makes explicit the previously implicit role of culture in teaching and learning, and it insists that educational institutions accept the legitimacy and viability of ethnic-group cultures in improving learning outcomes” (p. 26). CRP is the cornerstone for teaching English learners across ages, grades, cultures, countries, and educational contexts.
- **Hofstede’s Cultural Dimensions Model:** Originally constructed by Geert Hofstede, this model focuses on a particular society’s values and how those values affect and are affected by the members of the culture. The model consists of six dimensions, each of which is its own spectrum as opposed to a dichotomy: (1) Power Distance, where lower on the spectrum is more egalitarian and higher embraces hierarchy; (2) Collectivist vs. Individualistic; (3) Uncertainty avoidance index, where lower on the spectrum is more comfortable with uncertainty and higher means uncomfortable; (4) Femininity vs. Masculinity, where lower on the spectrum perceives nurturing as more important and higher perceives power as more important; (5) Short-term vs. Long-term goals as the focus; (6) Restraint vs. Indulgence, where lower on the spectrum favors restraint and higher on the spectrum favors satisfaction. Comparing societies using this model can be found [here](#). Though this model has helped in understanding intercultural differences, there are valid criticisms, namely that the descriptions of

the different societies make those societies/countries appear more homogenous than they actually are.

- **Translanguaging:** Refers to a student's use of multiple languages as a tool to process meaning and gain understanding. This general understanding can be used by teachers as a pedagogical approach (MacSwan, 2017) to promote the use of the L1 in classroom settings, as individual students take components from their L1s and L2s in order to work through their academic needs (i.e., the scientific method, a math problem, summarizing the main idea of a text). It is important to note that at the core of translanguaging is that no two students would utilize their L1s and L2s in the same way; each individual has their own internal way of translanguaging to meet the needs of the immediate task at hand.
- **Maslow's Hierarchy of Needs:** A motivational theory in psychology comprising a tiered model of human needs, often depicted as hierarchical levels within a pyramid. Although this theory originated in the field of psychology, it is widely used in education, especially in K to 12 learning spaces. To read more about this theory, please visit [McLeod \(2020\)](#).
- **Every Student Succeeds Act (ESSA):** ESSA is the 2015 reauthorization of the Elementary and Secondary Education Act and replaces what had been known as the **No Child Left Behind (NCLB) Act of 2002** (key differences between ESSA and NCLB can be found at the [Association for Supervision and Curriculum Development](#)). ESSA outlines accountability for student academic success in the K to 12 public schools. Each state has its own ESSA State Plan approved by the U.S. Department of Education (see the [Maryland State ESSA Plan](#), which was approved in 2018). Per ESSA, schools and teachers across the curriculum (not just ESOL teachers) are accountable for English learners' content area and English language learning success.
- **WIDA:** Current English Language Development Standards in Maryland guiding instructions for English learners in K to 12<sup>2</sup> ESOL programs. WIDA [Can Do Descriptors](#) provide detailed explanations of what students can do depending on their grade and English proficiency levels. Also, the latest version of the [WIDA Framework: Kindergarten-12](#) (2020) provides additional guidance for instruction and expectations.

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<sup>2</sup> WIDA Standards are only applicable in Kindergarten and higher.

## Relevant Assessments and Courses

In this section, we introduce and provide brief information about a non-exhaustive list of relevant tests, assessments, and courses commonly used in K to 12, adult education, and higher education settings in Maryland to evaluate English learners' language and academic proficiencies. The links for each of these tests and assessments have been embedded in their names.

### 1. [Assessing Comprehension and Communication in English State-to-State \(ACCESS\) for English language learners](#)

- The WIDA assessment is called ACCESS for ELLs in K to 12 education. To exit out of ESOL Services in Maryland, students must score a 4.5 or higher on ACCESS.
- For English learners with significant cognitive disabilities as defined by the Individuals with Disabilities Education Act (IDEA) and who receive special education services, they may take Alternate ACCESS for ELLs (WIDA, 2020). To exit out of ESOL Services in Maryland, students who are approved to take Alt-ACCESS must score a P2.
- Assesses the four language domains of Listening, Speaking, Reading, and Writing.

### 2. [ACCUPLACER ESL](#)

- Used by colleges and universities to measure English language proficiency in reading, listening, language use/grammar, and sentence meaning.

### 3. [BEST Plus 2.0](#)

- Used by adult education programs to assess the oral language proficiency of adult English language learners in the United States.
- Individually administered as a face-to-face oral interview.
- Test items are intended to assess learners' interpersonal communication used in practical situations and in everyday life in the U.S. at home, at work, and in the community.

### 4. [Comprehensive Adult Student Assessment System \(CASAS\)](#)

- Used nationwide in adult basic education (ABE), adult secondary education (ASE), adult ESL, correctional and workplace literacy.
- Grant-funded adult education programs in Maryland are required to use CASAS for placement and pre- and post-testing.

- Approved for measuring educational gains in the National Reporting System for Adult Education (NRS).

5. [International English Language Testing System \(IELTS\)](#)

- Measures the English language proficiency for studying or working where English is used as a language of communication.

6. [Maryland Comprehensive Assessment Program \(MCAP\)](#)

- Per ESSA (see the previous section), all states must administer standardized tests for students in Grade K-12. MSDE has the [list of current assessments](#).

7. [Michigan English Placement Test \(Michigan-EPT\)](#)

- Used by institutions of higher education to measure English language Proficiency in listening comprehension, grammar, vocabulary, and reading comprehension.
- Computer-based placement and progress test (CEFR level A1 - C1).

8. [Michigan English Test \(MET\)](#)

- For secondary students and adults that measures English language proficiency from high-beginner to advanced (A2 - C1) on the Common European Framework of Reference for Languages (CEFR) scale. Used for professional and educational advancement.

9. [Pearson Test of English \(PTE\) Academic](#)

- Measures academic English language competency for post-secondary international study.
- Entirely computer-based and accepted by a growing number of colleges and universities in the United States as an alternative to IELTS (see above) and TOEFL (see below).

10. [TABE \(Tests of Adult Basic Education\) Complete Language Assessment System – English \(TABE CLAS-E\)](#)

- Used by adult education programs to assess the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking.
- The test items and reading passages focus on workplace, community that are practical and familiar and that will motivate adult learners.

11. [Test of English as a Foreign Language \(TOEFL\)](#)

- Measures academic communication skills in English for learners planning to study at colleges and universities.

12. [Test of English for International Communication \(TOEIC\)](#)

- Measures proficiency in English relevant to the global workplace.

- Test types include: TOEIC Listening & Reading, and TOEIC Speaking & Writing.

## Courses in Higher Education

Though not consistent in universities throughout Maryland or across the United States, some universities offer first-year English composition courses specifically for international students and those for whom English is not their first language. If offered, these required undergraduate general education courses are equivalent to freshman English composition courses (typically English 100 or English 101) required of freshmen in colleges and universities across the United States.

## Types of Learners

In the sections below (young learners and adult learners), we define and introduce the different acronyms and definitions used in the learning spaces within Maryland and, in many cases, throughout the United States.

### Young Learners<sup>3</sup> (K to 12)

Young English learners are a largely heterogeneous population arriving at K to 12 learning settings with diverse formal education backgrounds and L1s. In the section below, we share specific acronyms and definitions used in K to 12 learning spaces to describe the populations of young English learners in Maryland.

- **Adequate formal schooling.** Students with adequate formal schooling are learners who recently arrived in the United States with full formal schooling in their native countries (i.e., they are on grade-level with academic content in their L1). As such, they usually catch up faster academically but may still score low on standardized tests given in English (Freeman, Freeman, & Mercuri, 2002). As an important clarification, this term is not often utilized until upper elementary (approximately 4<sup>th</sup> grade and later).
- **Culturally and linguistically diverse exceptional learners (CLDE).** To understand the term CLDE, it is important to break-down the acronym. Learners who are culturally and linguistically diverse (CLD) refer to those who come from languages and/or cultural backgrounds that differ from what is considered the mainstream language and culture of the society (NOTE: CLD is a term used in non-*TESOL* K to 12 disciplines). CLD learners who have exceptional (E) needs to be addressed beyond differences in language

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<sup>3</sup>For the purpose of this Handbook, we define young learners as students eligible to be enrolled in K to 12 programs per the Maryland State Department of Education (MSDE).

and/or culture (i.e., special education or gifted and talented needs) are referred to as CLDE learners. Outside of the TESOL field, English learners are considered a subgroup of CLD learners, and those English learners who are classified as CLDE learners are said to be dual-identified (ESOL and Special Education or Gifted and Talented) or triple-identified (ESOL, Special Education, and Gifted and Talented).

- **Deferred action for childhood arrivals (DACA).** DACA is a policy established by President Barack Obama in 2012 to protect certain immigrants who meet the criteria from deportation and to allow them to obtain work permits. DACA recipients are young individuals who arrived in the United States as children (younger than 16 years of age) and have continuously resided in the United States since June 15, 2007. For the most part, DACA recipients have grown up as Americans, identify as such, and many have limited knowledge of their parents' first language or connection to the country where they were born. To learn more about the considerations for DACA, please visit [U.S. Citizenship and Immigration Services \(2018\)](#).
- **Long-term English learners (LTELs).** Olsen (2014) defines LTELs as “students who have been enrolled in U.S. schools for six years or more, are stalled in progressing towards English proficiency without having yet reached a threshold of adequate English skills, and are struggling academically” (p. 4). The majority of LTELs are English learners who have been in U.S. schools since elementary school but still need support to develop age-appropriate literacy in English. Many LTELs have excellent BICS in English, and may have what appears to be high proficiency in speaking and listening, though they may have emergent academic proficiency in reading and writing (NOTE: This is not the case for all LTELs).
- **Newcomers.** According to the U.S. Department of Education (2016), the term newcomers “refers to any foreign-born students and their families who have recently arrived in the United States” (p. 1). To read more about newcomers and how to support them during their educational journey, please see the *Newcomer Tool Kit* ([U.S. Department of Education, 2016](#)).
- **Refugees.** The United Nations High Commissioner for Refugees (UNHCR) (2020) defines refugees as “people fleeing conflict or persecution. They are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk” ([para. 2](#)). By definition, refugees are among the most vulnerable students we welcome in our classrooms and, sometimes, they arrive with limited or interrupted formal education due to the circumstances they have had to endure through no fault of their own.
- **Students with limited or interrupted formal education (SLIFE), also known as students with interrupted formal education (SIFE).** These acronyms are primarily used to describe learners who arrive in

our K to 12 learning spaces with 2 or more years of interrupted education from their native countries. In addition, this acronym is also used to describe learners who arrive with very limited formal schooling (i.e. only attended one or two years of formal schooling in their native countries in total). For more information about the SLIFE/SIFE population, please see Custodio and O’Loughlin (2017) and DeCapua, Marshall, and Tang (2020). As an important clarification, the terms SIFE and SLIFE are not often utilized until at least upper elementary (approximately 4<sup>th</sup> grade and higher).

- **Unaccompanied minors.** According to the UNHCR (1997), an unaccompanied minor is someone “who [is] under the age of eighteen, unless, under the law applicable to the child, majority is attained earlier and who is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so” (p. 1). Unaccompanied minors seeking asylum are entitled to special protection and care under UNHCR policies. To learn more, please visit [UNHCR \(1997\)](#).
- **Undocumented students.** According to [Immigrants Rising \(2018\)](#), “an undocumented student is a foreign national who: (1) entered the United States without inspection or with fraudulent documents; (2) entered legally as a nonimmigrant but then violated the term of his or her status and remained in the United States without authorization; (3) has Deferred Action Childhood Arrival (“DACA”) status or has previously had DACA; or (4) is otherwise currently in the process of legalizing” (p. 1). It is important to remember that all children, regardless of immigration status, have the constitutional right to attend our nation’s public (K to 12) schools.
- **U.S.-born citizens.** The majority of English learners in the United States are U.S.-born citizens. According to [Mitchell \(2016\)](#), “U.S. Census data found that 82 percent of prekindergarten to 5th-grade English learners and 65 percent of 6th and 12th-grade English-learners are U.S.-born” (para. 2).

## Adult Learners

Adult English learners are a large and diverse population with a variety of reasons for learning English and, if applicable, coming to the United States. They can vary greatly in terms of age, immigration status, linguistic and cultural backgrounds, level of education and professional training and experience prior to entering the U.S., and L1 and English literacy ([Center for Applied Linguistics - CAELA Practitioner Toolkit, 2008](#)).

- **Newcomers/New Americans.** New Americans include immigrants, refugees, and asylees who have recently

arrived in the United States to live, work, and study either by choice or to escape war, violence, or persecution in their home countries. Several states, including Maryland, have established New Americans Initiatives in the years since the White House Task Force on New Americans was established in November 2014 during the Obama Administration with the intention of better supporting the linguistic, economic, and civic integration of immigrants and refugees into communities ([Migration Policy Institute - MPI, 2014](#)).

- **Refugees/Asylees.** According to the Department of Homeland Security (DHS), refugees and asylees are those who are outside of their home countries because they have been forced to flee due to war, violence, or a well-founded fear of persecution (race, religion, nationality, political opinion, etc.) and are unable or unwilling to return home. Asylees meet the same definition of a refugee and they are already in the United States or seeking entry at a port of entry ([Department of Homeland Security, 2018](#)). It is important to consider trauma-informed teaching practices when working with refugees and asylees. The Maryland Office for Refugees and Asylees (MORA) “provides support and services to federally-recognized refugees and political asylees to ease their integration into American society” ([MORA, 2016, para. 1](#)).
- **Skilled immigrants.** According to the Maryland Skilled Immigrant Task Force at the Maryland Department of Labor ([2018](#)), skilled immigrants are defined as “work-authorized, foreign-born, and foreign-trained workers with at least (2) years of formal and informal education, training, or job experience that has led to special skills, knowledge, training, and/or abilities for certain types of work” (p. 3). Skilled immigrants often come to the United States with advanced/professional degrees and have years of training and experience in their home countries. They would be tremendous assets to companies, institutions, and organizations. Despite their level of education and experience, however, they often find it challenging to continue their careers due to issues with licensure/credentialing reviews/evaluations once they arrive in the United States. Additionally, skilled immigrants may lack the needed/required English language skills to work in the same field in which they have a degree or license/certification.
- **Literacy education and second language learning for adults (LESLLA).** LESLLA refers to adult language learners (immigrant and refugee populations) who have limited or interrupted formal education and literacy development, emerging literacy, or little to no native language schooling. Thanks to the LESLLA organization, research is growing in the area of working with and addressing the specific needs of this population of adult learners. For more information and resources, please visit the [LESLLA website](#).
- **International students.** International students travel to the United States (on an F-1 Visa) specifically to



complete a given course of study or exchange program (typically at higher education institutions for credit) before returning to their home countries to either continue/finish their studies at their home institutions or to start/continue a career path at home. According to the UNESCO Institute for Statistics (2013), international students are defined as “those who are not residents of their country of study or those who received their prior education in another country” (p. 1). International students who need to strengthen their English language skills, especially academic English, are often required to take academic ESL courses prior to being accepted into the university of choice to study. This need is often determined by the learners’ TOEFL, IELTS, or PTE test scores.

- **Generation 1.5.** Generation 1.5 is used to describe English learners who are typically foreign-born, arrived in the United States as children and adolescents, and who typically entered K to 12 as ESOL students (Roberge, Siegal & Harklau, 2009). They are said to fall between their first-generation parents and their second-generation (U.S.-born) siblings, hence the “1.5” designation. They may struggle with language and cultural identity and feel split between two worlds (at home and outside the home). This group of learners may include U.S.-born enclave residents and World English speakers. Generation 1.5 learners often have experienced interrupted education and language development with little to no transfer of literacy from the L1 to the L2. They are also referred to as “ear” learners who have excellent listening skills and may be fluent in oral communication but may struggle with academic English, especially reading and writing (Reid, 2006).
- **Undocumented learners.** See *Undocumented Students* in the Young Learners section above for definition. According to Larrotta (2019), most immigrants do not wish to return to their home countries; instead, they would prefer to remain in the United States. However, for many undocumented immigrants, attending adult ESL classes to improve their language skills—needed for better-paying employment, greater self-sufficiency, greater access to information and higher education, and increased participation in their communities—is no longer a safe proposition as many feel vulnerable and fearful of being caught by the U.S. Immigration and Customs Enforcement (ICE) (Larrotta, 2019).
- **DACA/Dreamers.** See the *DACA* definition in the Young Learners section above. The term “Dreamer” refers to students who were brought to the United States at a young age without documentation but have been educated by U.S. schools. The term originally comes from the Development, Relief, and Education for Alien Minors (DREAM) Act that was proposed in Congress to give legal status to these students” (Bergey, Movit, Simpson Baird & Faria, 2018, p. 5). Through the DACA program, students (Dreamers) who meet specific criteria can apply for work authorization and temporary protection from deportation. For additional details, see information by López and Krogstad (2017).

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## PART 2

# MARYLAND ENGLISH LEARNER **DEMOGRAPHICS AND PROGRAMS**

## PART 2: MARYLAND ENGLISH LEARNER DEMOGRAPHICS AND PROGRAMS

**Objective:** To provide information about demographics of and educational programs for English learners in the state of Maryland.

### Introduction

As seen in Part 1, English learners are not a homogenous population but rather varied populations with diverse life experiences, including education, work, L1s, L1 knowledge, cultural backgrounds, English L2 knowledge and proficiency, English L2 learning experiences, and reasons for participating in formal education. These learners are across the state of Maryland, in each county and local school system and in varied academic settings. To better understand who English learners are in Maryland specifically, the sections below highlight the demographic information of our English learners and the varied academic programs offered throughout the state that address their academic, language, and cultural needs across K to 12, adult, and higher education contexts.

### English Learner Demographics in K to 12 Settings

In the state of Maryland, the term *K to 12* is used to refer to formal education encompassing pre-kindergarten to 12<sup>th</sup> grade. According to the Maryland State Department of Education (MSDE)'s Code of Maryland Regulations (COMAR) 13A.10.10.01, “each child who resides in Maryland and is 5 years old or older and under 18 shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough schooling during the school year in the studies usually taught in the public school to children of the same age. Maryland recognizes nonpublic schools and home schooling as options to public school enrollment for students to receive regular, thorough instruction” (MSDE, 2020b, para 1).

As an important clarification, in the State of Maryland, compulsory education age requirements are from 5-17 years of age and free education age requirements are from 5-21 years of age (Maryland Code, Education § 7-101, n.d.; Maryland Code, Education, § 7-301, 2017). Also, the State of Maryland is required to follow the ruling of Plyler v. Doe (1982) ensuring that all children, including undocumented children, have the same right to an education, regardless of their immigration status. In addition, schools and school personnel cannot ask immigrant students about their immigration status, and immigrant students are not required to disclose their immigration status to anyone in U.S. schools.

The following data is taken from the Maryland State Department of Education’s (MSDE) [English Learners/Title III Office Summary of English Learners](#) for the 2019-2020 academic year (MSDE, 2020a). These numbers include all students who are eligible for ESOL Services based on their answers to the MSDE’s [Home Language Survey](#) (MSDE, 2017). The survey is given out to all kindergarteners and incoming newcomers regardless of grade. The home language survey identifies a student who needs to be tested using an English language replacement test to determine their eligibility to receive ESOL services (see **K to 12 Programs** under **Types of Programs** later in this part of the Handbook for what those services entail in Maryland). At that point, families have the option to opt-out of/refuse ESOL Services. Even if families refuse ESOL Services, those incoming students who are not receiving ESOL services will still be counted as English learners for recording purposes. As such, the numbers below represent *all* English learners regardless of receiving ESOL services.

**93,250** Total number of English learners in Maryland K to 12 public schools (2019-2020)

Figure 2.1

**Top five L1s among English learners in K to 12 Maryland public schools (2019-2020)**

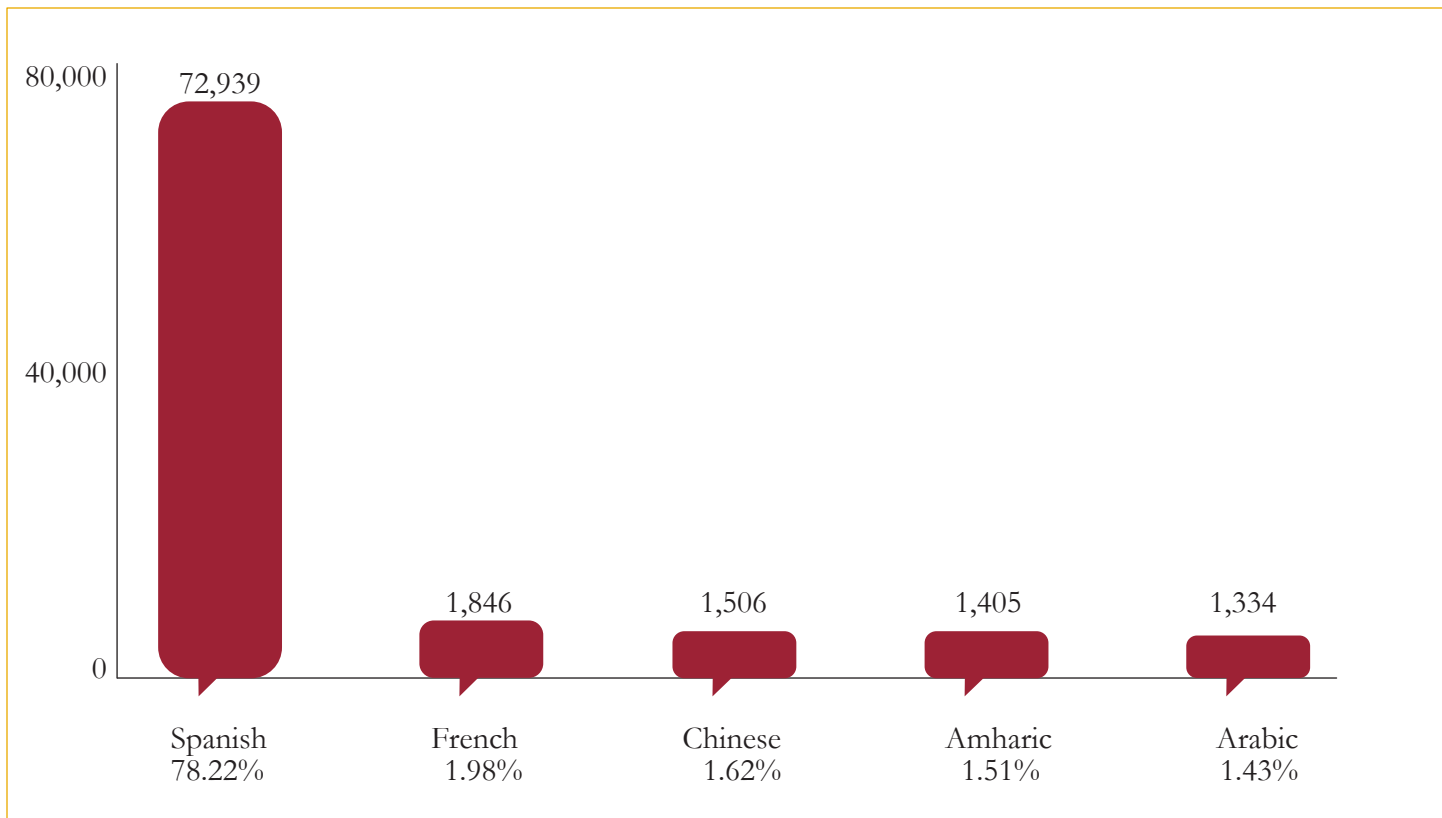


Figure 2.2

**Overall EL Population in Maryland K to 12 (2019-2020)**

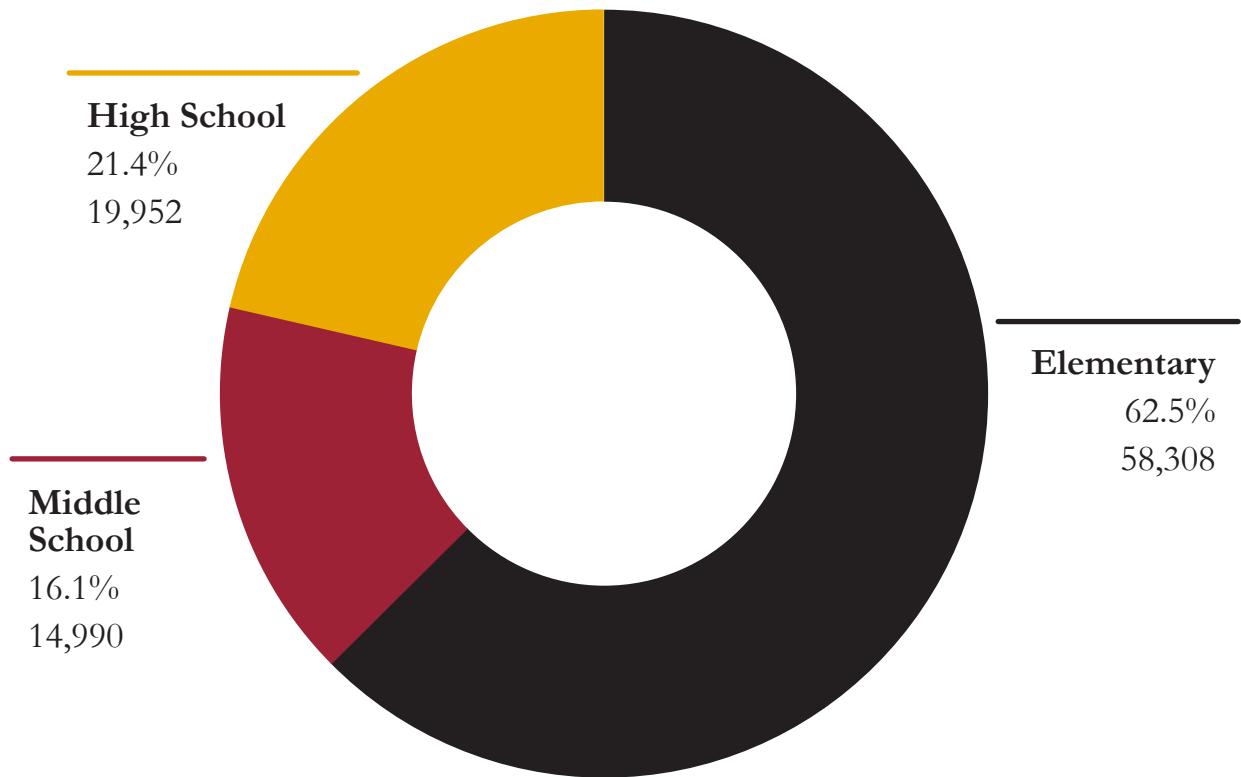


Figure 2.3

**10-Year English Learner Population Growth in Maryland K to 12 Settings**

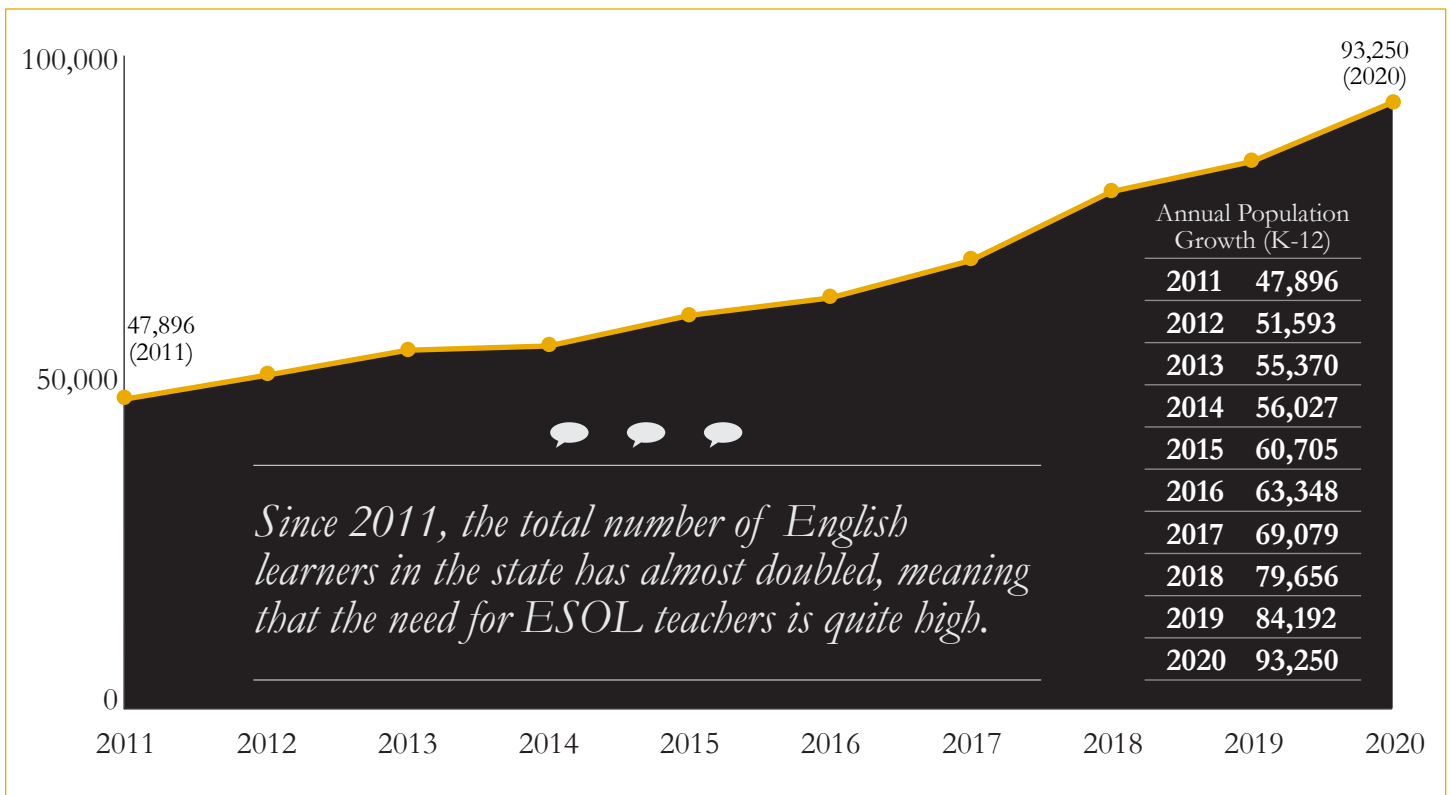
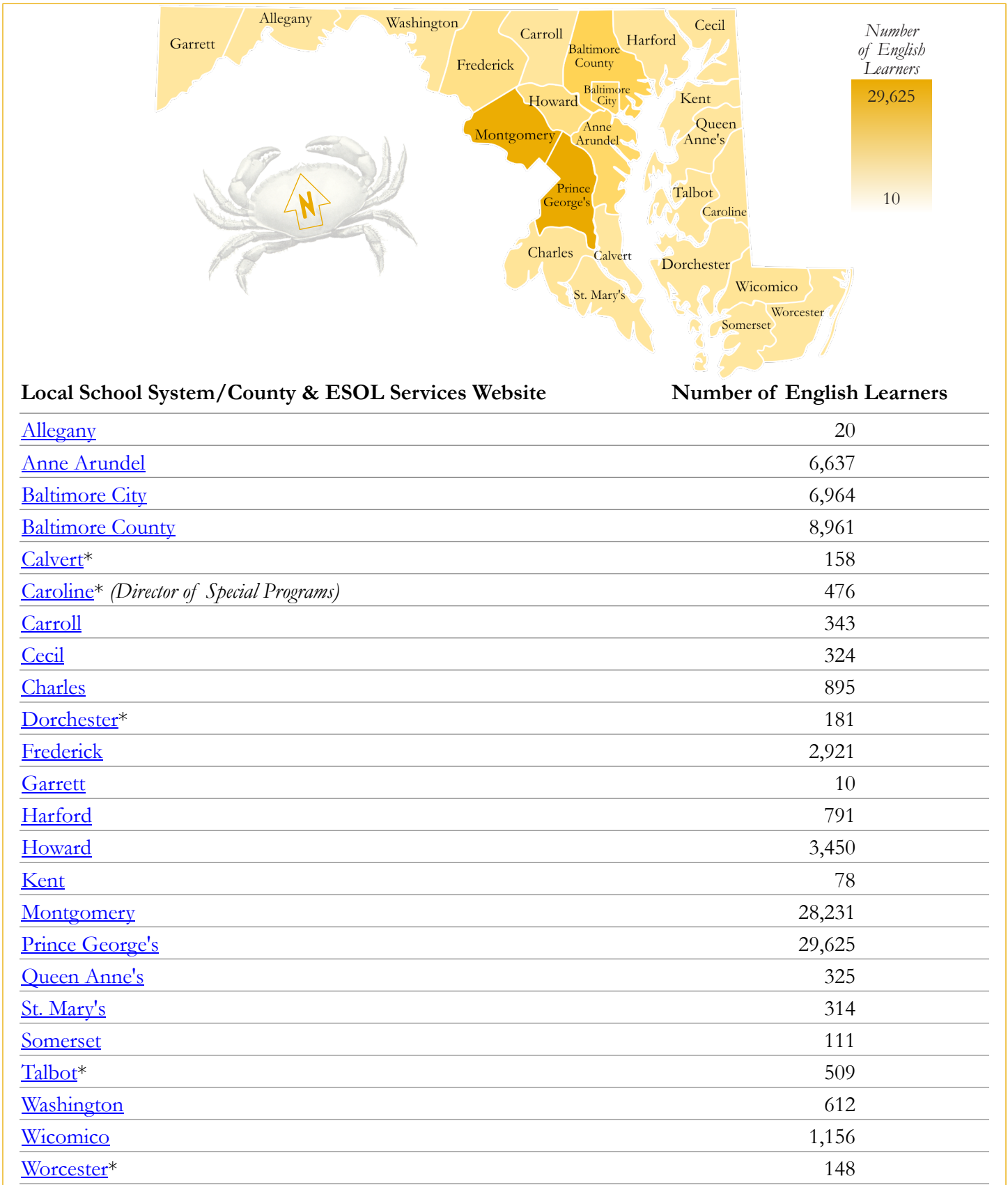




Figure 2.4 and Table 2.1

**Numbers of English Learners Across Maryland Local School Systems (2019-2020)**



\*ESOL Program district website not available; the link provided is the contact information for the local school system's ESOL/EL Supervisor.

**Prince George’s County Public Schools: An Illustration**

The previous section provided a general overview of EL K to 12 demographics across the state. Individual local school systems, however, house more specific data concerning their EL populations. Below is an illustration of such data from the Prince George’s County Public Schools (PGCPS) ESOL Office (personal communication, PGCPS ESOL Instructional Supervisor, August 11, 2020). As stated earlier, for the 2019-2020 academic year PGCPS had the largest population of English learners across all local school systems in Maryland: 29,625. The data below are from that academic year. For such data from other local school systems, please contact the local school system’s ESOL Offices directly (website links found on Table 2.1). **NOTE:** for its record-keeping, PGCPS has definitions for its terminology that may differ slightly from the general definitions presented in Part 1 of this Handbook. The PGCPS definitions are presented below along with the data to which they correspond.

Table 2.2  
**Number of Newcomers in PGCPS Across Grades**

Grade	Number of Newcomers
Kindergarten	804
1 <sup>st</sup>	273
2 <sup>nd</sup>	242
3 <sup>rd</sup>	230
4 <sup>th</sup>	235
5 <sup>th</sup>	211
6 <sup>th</sup>	213
7 <sup>th</sup>	192
8 <sup>th</sup>	225
9 <sup>th</sup>	1,016
10 <sup>th</sup>	17
11 <sup>th</sup>	4
12 <sup>th</sup>	0

**3,662** Total Number of Newcomers in PGCPS (2019-2020)

**Newcomers (Elementary):** Any student in their first year of US school enrollment whose ESOL WIDA ACCESS level is 1.0. Kindergarten students must be born outside of the United States to be considered a “newcomer”.

**Newcomers (Middle and High School):** Any student whose date-of-US-school-start is May 1st of the previous year and whose ESOL WIDA ACCESS level is 1.0-1.4.

**SLIFE/SIFE**

In PGCPS, students with interrupted formal education are defined as learners who have been out of school for six months or more and are not literate in their native language.

Table 2.3  
**SLIFE/SIFE in PGCPS (2019-2020)**

Grade	Number of Newcomers
Kindergarten	0
1 <sup>st</sup>	0
2 <sup>nd</sup>	0
3 <sup>rd</sup>	0
4 <sup>th</sup>	0
5 <sup>th</sup>	6
6 <sup>th</sup>	0
7 <sup>th</sup>	8
8 <sup>th</sup>	7
9 <sup>th</sup>	59
10 <sup>th</sup>	15
11 <sup>th</sup>	24
12 <sup>th</sup>	68

**187** Total Number of SLIFE/SIFE

Table 2.4

**Number of Newcomers Refusing ESOL Services Across Grades**

Grade	Number of Newcomers
Kindergarten	19
1 <sup>st</sup>	22
2 <sup>nd</sup>	24
3 <sup>rd</sup>	24
4 <sup>th</sup>	26
5 <sup>th</sup>	12
6 <sup>th</sup>	9
7 <sup>th</sup>	9
8 <sup>th</sup>	12
9 <sup>th</sup>	17
10 <sup>th</sup>	24
11 <sup>th</sup>	12
12 <sup>th</sup>	17

**2,701** Total Number of English learners who Exited Out of ESOL Services

**2,674** Total Exits from ACCESS (with a score of 4.5 or higher)

**27** Total Exits from Alt-ACCESS (with a score of P2 or higher)

**227** Total Number of Newcomers Refusing ESOL Services

**REMINDER:** Parents and guardians can refuse ESOL Services when an incoming kindergartener or newcomer at any grade thereafter enters the school system and has been identified as eligible for ESOL Services.

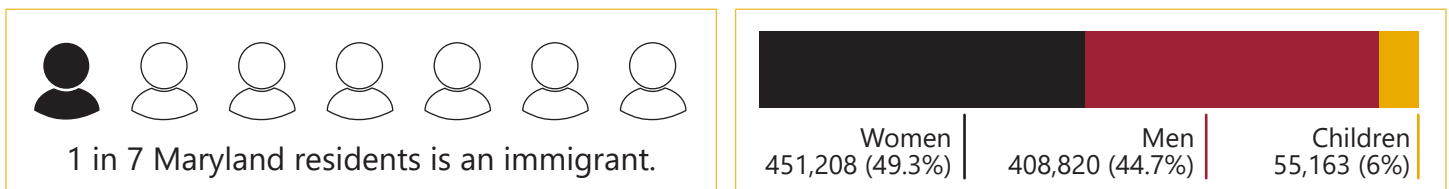
### English Learner Demographics in Adult and Higher Education Settings

As noted in Part 1, adult English learners are a large and diverse group and are often broadly categorized as either immigrants or international students based on the circumstances under which they came to the United States to live and study. The sections below provide data on adult immigrants living, working, and studying in Maryland, the various adult education programs in the U.S., and adult international students studying in the U.S.

#### General Immigration Data in Maryland

According to the [American Immigration Council](#) (2020), “one in seven Maryland residents is an immigrant...” (p. 1).

Figure 2.5



**915,191** immigrants (foreign-born individuals) comprised 15% of the state's population (2018)

Figure 2.6

**Top countries of origin for Maryland immigrants (2018)**

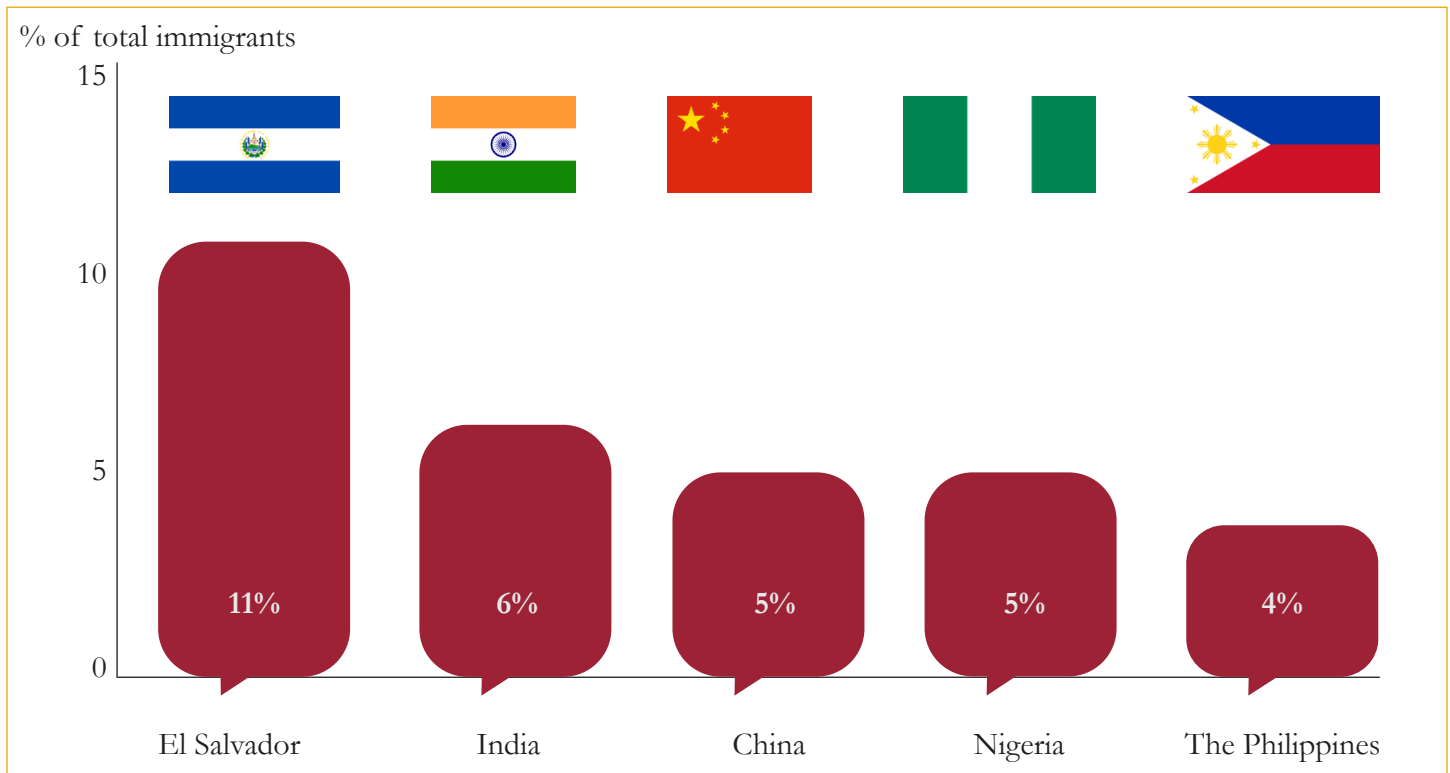


Figure 2.7

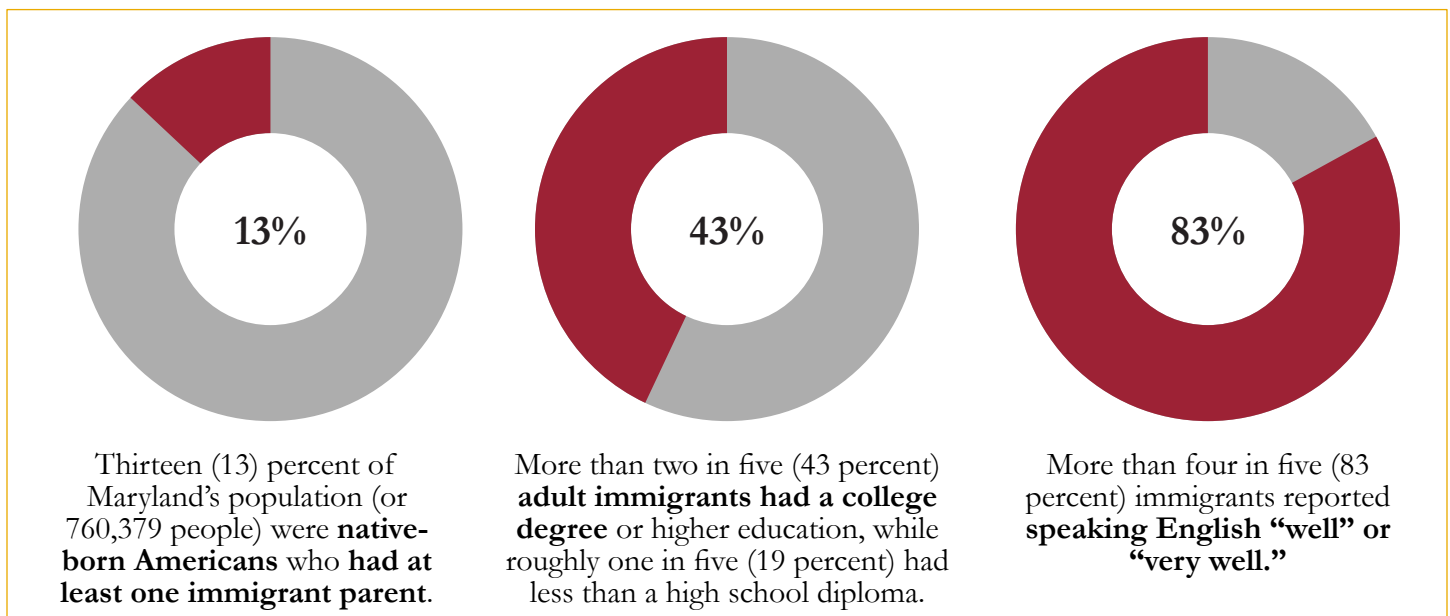
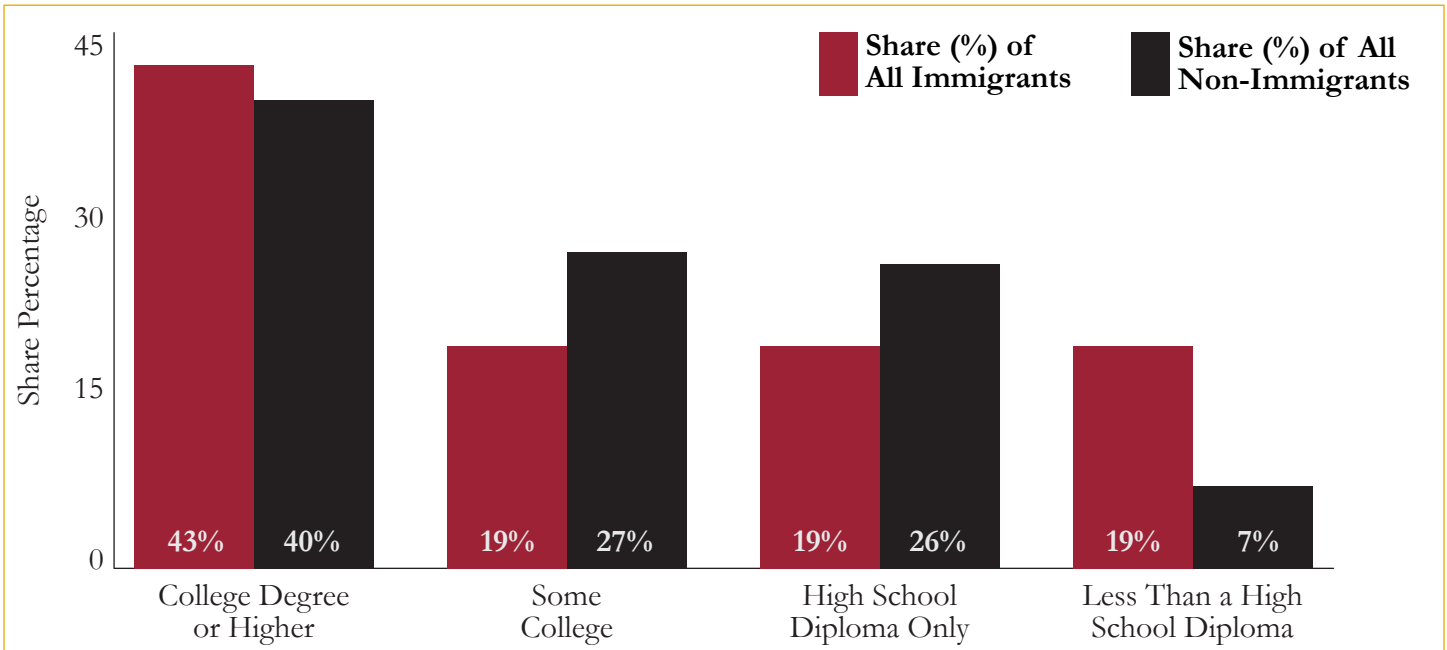


Figure 2.8

**Levels of Education of Immigrants in Maryland (2018)**



Source: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

At least 20% of each of the following industries in Maryland employ immigrants: (1) Health Care and Social Assistance, (2) Professional, Scientific, and Technical Services, (3) Construction, (4) Accommodation and Food Services, and (5) Retail Trade. Please see the [American Immigration Council](#) for more information on immigrants in Maryland.

**Adult Education Program Data**

According to the National Reporting System (NRS) for Adult Education (n.d.), “adult education programs in the United States reach a large number of participants” (p. 1). During the program year of 2017-18 throughout the United States, these programs authorized under Title II of the Workforce Investment and Opportunities Act (WIOA) had 1,427,339 enrollments. Among the three main instructional areas that comprise the adult education program, English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE), ESL had the highest student population at 49% of all adult education program participants for 2017-18.

**Adult International Students in the United States**

As shown in Figure 2.12, there has been a large influx of international students studying in the United States in the

last 60 years. However, according to the [Open Doors Report on the International Educational Exchange](#), 1,075,496 international students were in the U.S. in 2019-2020, a decrease of 1.8% over the 2018-2019 school year. **Fifty-three (53) percent** of international students came from **China** and **India**. For additional information on international students in the U.S., please see [Open Doors Fast Facts](#).

Figure 2.9

**Adult Education English Learner Participants (2017-2018)**



Figure 2.10

**Participant Enrollment in Adult English Learner-Focused Programs (2017-18 Program Year)**

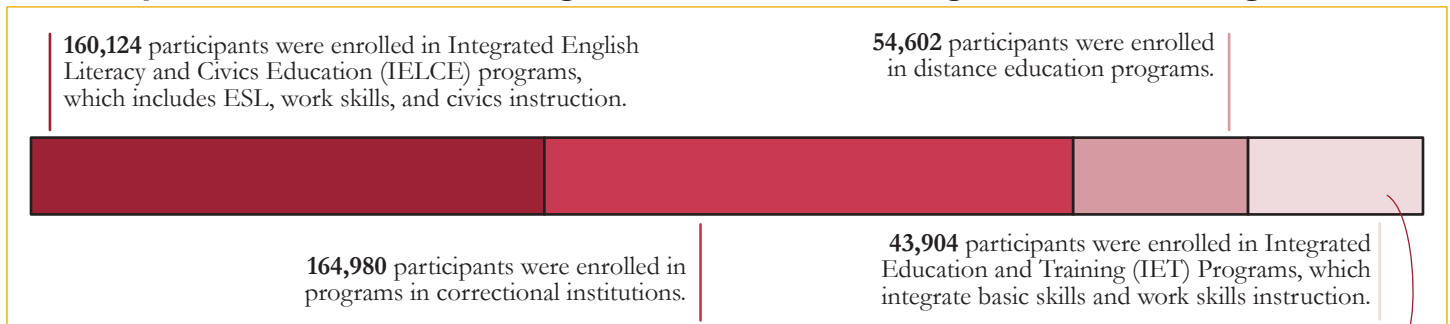
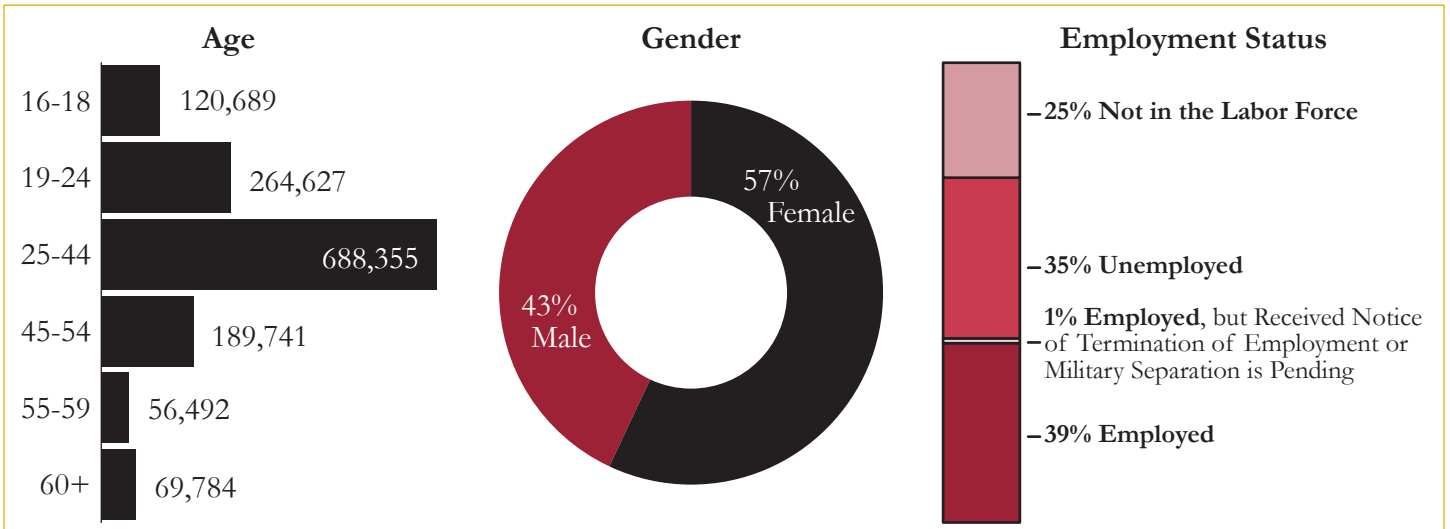


Figure 2.11

**Participant Enrollment in Integrated Education and Training (IET) Programs (2017-18 Program Year)**



Figure 2.12  
Participant Demographics



For additional information on adult education programs, see the [National Reporting System for Adult Education](#).

Figure 2.13  
International Student Trends in the U.S.

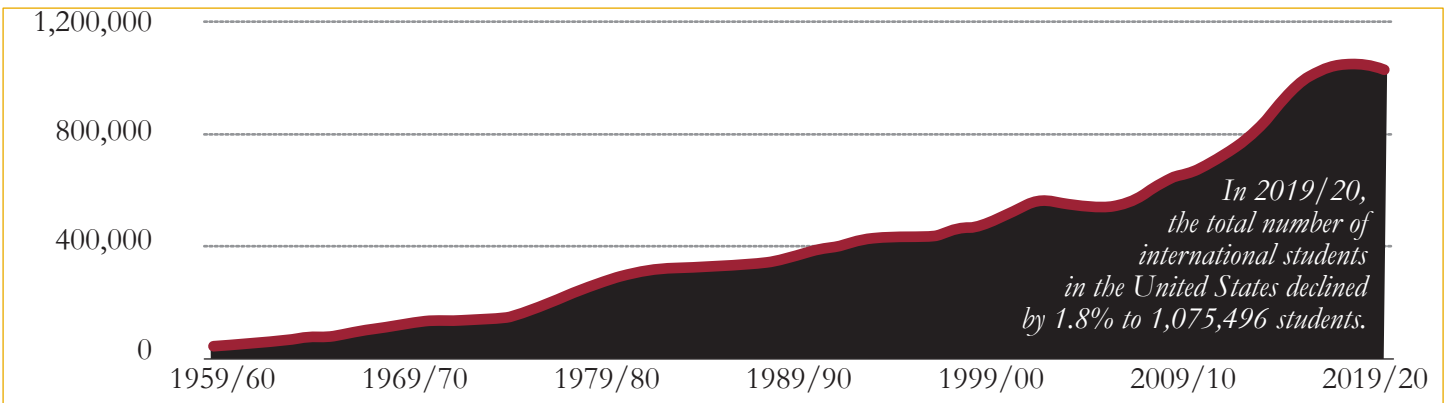
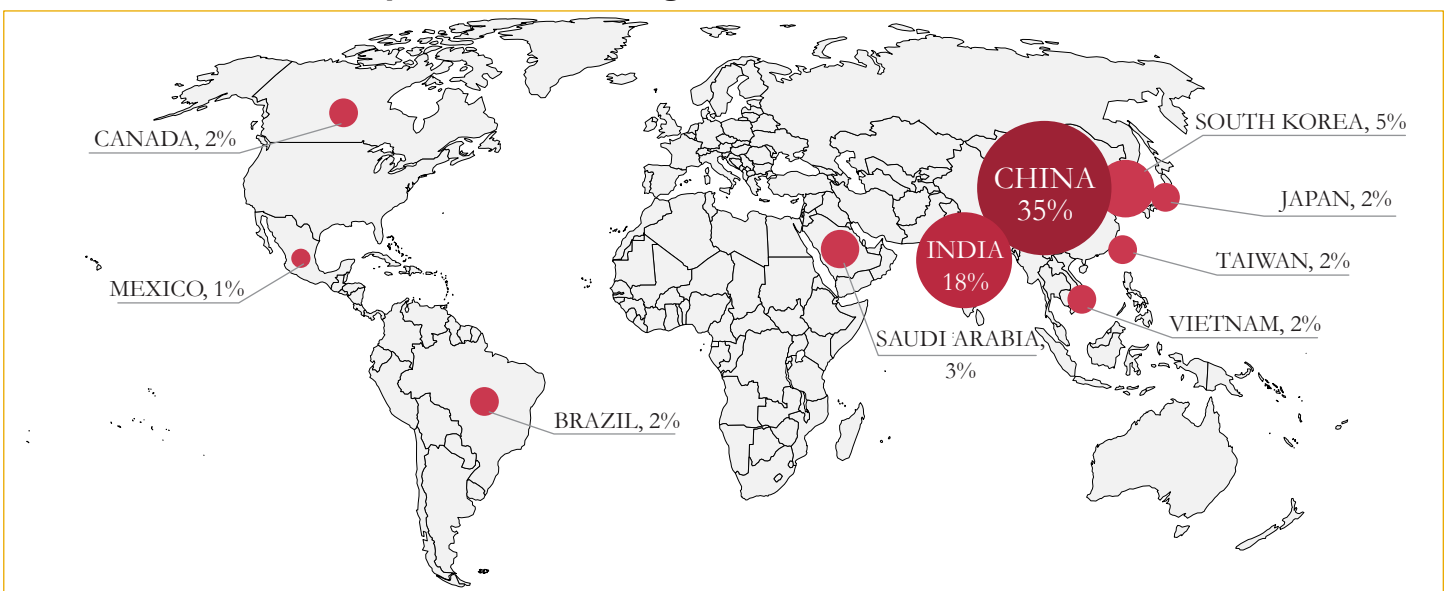


Figure 2.14  
Top Ten Places of Origin of International Students



## Types of Programs

Although a variety of labels may exist for the different programs available for English learners in the state of Maryland, in this section, we will focus on two specific types of programs: (1) K to 12 programs providing ESOL Services, and (2) Adult ESL programs.

### K to 12 Programs

In the State of Maryland, there are different programs and frameworks used to provide ESOL Services to English learners in K to 12 schools. These programs include:

- **Bilingual Education.** Bilingual education programs are designed to teach academic content in two languages; usually the first language (L1) and second language (L2). The primary goals of bilingual education programs are educating a “bilingual, bicultural, and biliterate student population” (Pentón Herrera & Rivera-Vega, 2020, p. 1). Various models of bilingual education programs exist; to learn more about these different models, please see [Roberts \(1995\)](#).
- **Dual Language Education.** Dual language education programs are a type of bilingual education program with the primary aim of helping learners develop high levels of literacy and language proficiency in two languages simultaneously. Although there are some variations in dual language programming, two main models include: (1) two-way dual language programs (also known as two-way immersion programs) and (2) one-way dual language programs. See more about dual language in the [U.S. Department of Education \(2015\)](#).
- **English for Speakers of Other Languages (ESOL).** ESOL programs are designed to provide instructional support for students qualifying for English language development services. Students who qualify for ESOL programs are usually learners whose first language is a language other than English (MSDE, 2020c). There are different models within the ESOL programs offered in Maryland such as pull-out, push-in, sheltered /self-contained, newcomer, and co-teaching programs. These different models will be explained below:
  - **Co-teaching.** Co-teaching is a collaborative partnership between two teachers. In the case of ESOL, co-teaching typically involves a general (or content) teacher and an ESOL teacher. As co-teachers, both are responsible for planning, delivering instruction, scaffolding content, and assessing learners.
  - **Newcomer Program.** These programs are “especially designed educational options for newly arriving immigrants that help orient students to their new country, their new language, and their new school”



(Custodio, 2011, p. 1). Typically, newcomer programs consist of a sheltered class schedule for the first year of school for newly-arrived English learners.

- **Pull-Out.** Pull-out means English learners are pulled out of their mainstream classes, usually in small numbers, and are grouped together in smaller classes with an ESOL teacher. Pull-out models are typically more popular in elementary schools and the frequency of pull-out sessions depends on the students' needs.
- **Push-In.** For push-in services, ESOL teachers join the mainstream (or content) classes to support English learners as needed. Push-in practices are different from co-teaching because in push-in, ESOL teachers are only responsible for scaffolding and providing individualized support to English learners, not to the other students in the class.
- **Sheltered/Self-Contained Classes.** In Maryland, the terms sheltered classes and self-contained classes are both used to refer to classes that follow the Sheltered Instruction Observation Protocol (SIOP) Model (see Echevarría et al., 2008) to teach academic content (i.e., math, science, social studies) to English learners. In this practice, teachers use both language and content objectives. Through this approach, English learners learn content while developing their English language skills. Usually, the students in these classes are all identified as English learners.

## **Adult ESL Programs**

The variety of adult ESL programs available to support newcomers and those who have been in the country for several years reflects the diverse needs and goals of the learners served by various program providers. These program options “can take on many forms, including integrated skills English language development, intergenerational and family literacy, first language literacy, integrated English language and civics, citizenship, vocational English as a second language, and career pathways, or distance learning” (Parrish, 2019, p. 45). Below we divide this section into two sub-sections: (1) Types of adult ESL programs, and (2) Providers of adult ESL programs.

### **Types of Adult ESL Programs**

Many of the adult ESL programs listed below offer classes that typically fall into one of two categories (or a combination of both), namely, open enrollment or managed enrollment. Programs that offer ESL classes with open

enrollment provide learners with the flexibility to attend classes when they are able to do so. Given the unpredictable flow of learners, curriculum planning, teaching, and learning advancement can be very challenging ([Scogins, Thompson, & Reabe, 2008](#)). Conversely, managed enrollment is offered by programs that provide courses with a fixed enrollment period and a stable roster of learners attending courses. “There are clear start and end dates and a designated number of class hours” ([U.S. Citizenship and Immigration Services \(USCIS\), n.d., p. 1](#)).

- **Academic English Program (AEP).** Typically, AEPs are designed to support and prepare ESL students who wish to study in undergraduate and graduate programs at colleges and universities in the United States. The courses in these programs prepare learners for academic success. Learners build confidence and develop key academic reading, writing, listening, speaking, and communication skills and strategies that can be used throughout their academic and professional careers.
- **Citizenship.** According to Parrish (2019), citizenship programs and courses often combine EL/Civics (please see below) programming, but citizenship programs tend to focus more narrowly on understanding the rights and responsibilities of citizenship and the naturalization process, as well as passing the naturalization exam (i.e., oral interview, reading, writing). It is important to note that Citizenship ESL classes DO NOT provide legal advice, only legal referrals (Parrish, 2019).
- **English for Specific Purposes.** According to the *Handbook of English for Specific Purposes* (2013), “English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (Paltridge & Starfield, 2013, p. 2). ESP has been further subdivided into English for Academic Purposes (EAP) which focuses on helping learners manage English-medium instruction and English for Occupational Purposes (EOP) which helps adults learn English for employment (usually a variety of specialized, often professional jobs such as ESP for Business, ESP for Travel/Tourism, etc.).
- **Family/Intergenerational Literacy (FIL).** FIL programs address the family as a whole and promote family education and prosperity while building connections between homes and schools (Parrish, 2019). In addition to providing English language and literacy instruction for adults and children as well as elements and information to help parents further their children’s literacy and general educational development ([National Center of Family Literacy and Center for Applied Linguistics, 2008](#)), many family literacy programs have also shifted to including explicit education and training that will lead to jobs and/or postsecondary education

([Clymer et al., 2017](#)).

- **Integrated English Language and Civics Education (IELCE)/Integrated Education and Training (IET).** IELCE/IET programs are designed to offer integrated and contextualized instruction in civics education, literacy, and English language acquisition (ELA) that help adult English language learners (ELLs) acquire appropriate skills and knowledge to become active and informed parents, workers, and community members. Additionally, these programs combine IELCE (civics, literacy, and ELA) with contextualized IET instruction in adult education and literacy, workforce preparation, and workforce training through concurrent enrollment (often using a co-teaching model) that help adult ELLs prepare to pursue career pathways. Essentially, IELCE/IET programs combine language and content instruction often using a co-teaching model where the occupational instructor and the adult education/ESL instructor coordinate instruction in the same classroom through concurrent enrollment (Parrish, 2019). Montgomery College in Rockville, Maryland, for example, offers [MI-BEST](#) (Maryland I-BEST) courses to help learners enrolled in the program to quickly earn job-related certificates and simultaneously develop their English language skills, especially those needed for the chosen career path.
- **Intensive English Program (IEP).** IEPs are typically offered at colleges and universities within the structure of a language institute (please see **Language Institutes** under the **Providers of Adult ESL Programs** section below), an academic unit, an outreach, continuing education, or international program office situated on campus. These educational programs are very often full-time, offer a variety of non-credit ESL courses across all proficiency levels, and provide international students (on F-1 visas) with instruction in grammar, reading, writing, speaking, and listening. Courses in IEPs also focus on the English needed for high-level daily communication and academic study English learners and entail a minimum of 18 hours of coursework per week. Learners often enroll in IEPs to improve their English language proficiency for a variety of reasons such as improving their employment prospects when they return to their home country, fulfilling conditional admission requirements, and/or to meet a test standard (e.g., TOEFL) required for admission ([Panferoz & Matross, n.d.](#)).
- **Life Skills or General /Survival ESL.** The focus of life skills or general ESL programs is on developing English language skills in the context of topics or functions of daily life, such as going to the doctor, getting a job, shopping, or managing money ([National Center of Family Literacy and Center for Applied Linguistics, 2008](#)).

- **Literacy ESL.** Programs offering a focus on literacy-level classes will often provide literacy development in the L1 when possible, but when a number of L1s are spoken by the English learners in one class, it is usually offered in English. If an L1 literacy class is provided, it may be combined with oral ESL to start with the learners transitioning to integrated ESL after some time (6 months or more). Parrish (2019) indicates that “principles and practices for working with these learners are compatible with family and intergenerational literacy” (p. 49). (please see the Family Literacy section above for additional information).
- **Pre-academic ESL.** Pre-academic ESL programs concentrate on language and other required academic skills, such as reading and writing academic texts, preparing for required tests, developing study skills, and accessing resources needed to prepare learners for academic success and meeting the demands of further training and education in postsecondary institutions, vocational education classes, or ABE and General Education Diploma (GED) classes ([National Center of Family Literacy and Center for Applied Linguistics, 2008](#)).
- **Tutoring.** ESL tutoring programs offer needed one-on-one supplemental instruction for literacy-level or beginner-level ESL learners who need additional support learning English and/or developing literacy skills.
- **Vocational ESL (VESL).** VESL programs may focus on preparing learners to get a job, thrive on the job, and/or get a better job. In addition to concentrating on general pre-employment skills like finding a job or preparing for an interview, career awareness, and interpersonal as well as other employability skills, these programs may also target preparation for jobs in specific fields such as horticulture or hospitality ([National Center of Family Literacy and Center for Applied Linguistics, 2008](#)).
- **Workplace ESL.** Workplace ESL programs are offered in work settings, typically with a group of learners from the same worksite. The focus of the classes is on very specific language development needs that are directly relevant for employees in the given workplace ([National Center of Family Literacy and Center for Applied Linguistics, 2008](#); Parrish, 2019).

### Providers of Adult ESL Programs

- **Community-Based Organizations (CBOs).** CBOs typically provide needed social services at the local level and exist in a number of different fields with education among them. They are often characterized as service-oriented charitable/non-profit organizations and/or faith-based organizations that rely heavily on volunteer contributions for labor, materials, and financial support ([Chechetto-Salles & Geyer, 2006](#)).

- **Community Colleges.** Community colleges provide a host of programs that offer a variety of non-credit and credit courses designed to meet the diverse needs and educational, professional, and personal goals of adult English learners.
- **Correctional Institutions.** In Maryland, according to the Correctional Education Council (CEC) Activity Report (2019), the “Correctional Education program provides academic, library, occupational, and transitional services to incarcerated students in State Correctional Institutions. The academic program includes Adult Basic Education, GED® Preparation, Special Education, English for Speakers of Other Languages, and a Postsecondary Education Program (overseen by DPSCS – Department of Public Safety and Correctional Services)” (Maryland Department of Labor and Maryland Department of Public Safety and Correctional Services, p. 14). Recently, the Maryland Correctional Institution at Hagerstown, Maryland Correctional Training Center, Maryland Correctional Institution at Jessup, and the Maryland Correctional Institution for Women implemented ESL programming. Teachers in these programs have reported that “the [English learners] in Correctional Education academic programs are gaining confidence in their academic abilities on a daily basis, making consistent gains..., successfully advancing through the program, and are beginning to see that earning a GED is an attainable goal” ([Maryland Department of Labor and Maryland Department of Public Safety and Correctional Services, CEC Activity Report, 2019, p. 19](#)).
- **Language Institutes.** Language institutes are usually business units on college and university campuses that offer English language courses for ESL students. These institutes typically offer IEPs and/or AEPs (please see above) for international students. Language institutes can have various names such as English Language Institute (ELI), English Language Center (ELC), American Language Institute (ALI), and International Language Institute (ILI), but they typically offer similar programs geared to meeting the academic, professional, and personal English language learning goals of the students they serve.
- **Local Education Agency (LEA).** LEA is defined by the [U.S. Department of Education \(n.d.\)](#) as “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, local school system, or other political subdivision of a State, or for a combination of local school systems or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools” (para. 12). “Local education agencies (e.g., local school systems) frequently

have English as a second language (ESOL) classes as part of their adult education programs” (Hellman, Harris, & Wilbur, 2019, p. 6).

- **Public Libraries.** Public libraries offer a variety of programs (often free) for the community with ESL classes among them.
- **Workplaces.** Workplaces may include businesses, organizations, unions, and institutions that offer/sponsor ESL programs and courses onsite for its employees.
- **Youth Centers and Senior Centers.** Local youth centers and senior centers by definition tend to offer services that are appropriate and targeted to meet the needs and goals of the specific populations they serve that would likely frequent these centers, respectively. Among the services offered by several of these community centers are ESL programs at youth centers that offer courses for young people (10 – 24 years old) and at senior centers that offer courses for learners who are 60+ with curriculum developed for senior/elderly learners (immigrants and refugees) participating in community-based ESL programs.

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PART 3

# **BECOMING AN ESOL/ESL TEACHER IN MARYLAND**

## PART 3: BECOMING AN ESOL/ESL TEACHER IN MARYLAND

**Objective:** To present roadmaps for anyone hoping to become an ESOL/ESL teacher in the state of Maryland.

### Introduction

As illustrated in Part 2, the English learner populations throughout the state of Maryland are diverse and ever-growing across K to 12, adult, and higher education contexts. The need for highly effective teachers to address these populations' language, academic, and cultural needs is great. Furthermore, according to the [Maryland Teacher Staffing Report 2016-2018](#) published by the Maryland State Department of Education (MSDE), ESOL in the K to 12 setting is considered a teacher "critical shortage area" in the state (p. 38). It is therefore necessary to delineate the processes of becoming an ESOL/ESL teacher, with ESOL commonly being the term used in K to 12 and ESL commonly being used in adult and higher education. The sections below differentiate those processes across K to 12 as well as adult and higher education contexts.

Before continuing, it is important to distinguish two key terms used throughout this part of the Handbook that are often mistakenly interchanged for one another: *certification* and *certificate*. *Certification* refers to an official endorsement given by the MSDE certifying that an individual passed specific program requirements and assessments per state regulations and is now eligible to teach in the Maryland public school K to 12 setting. A *certificate* refers to an educational program, usually offered at a university or college, that focuses on professional development but does not lead to any official endorsements from the state to teach in K to 12 public school settings; rather, it leads to a diploma (i.e., *Post-Baccalaureate Certificate*, *Graduate Certificate*, or *Certificate of Completion*) from the institution offering the program. Certificate programs may or may not offer university/college credit.

## **Becoming an ESOL Teacher in K to 12 Settings**

All information presented in this section is for teaching ESOL in Maryland K to 12 public school contexts, where official certification from MSDE is required. Maryland non-public K to 12 schools, including charter schools, may or may not require MSDE teacher certification. Check with those individual schools to find out their requirements for teaching.

The process of becoming an ESOL teacher in K to 12 public school settings depends on professional background experience. Those entering K to 12 public school settings for the first time as a teacher and who do not already possess teacher certification from MSDE in another discipline (e.g., general elementary education, special education, 7-12 biology, etc.) will be seeking **Initial Certification in ESOL**. Those who already possess teacher certification from MSDE in another discipline (i.e., not ESOL), either originally from Maryland or approved through reciprocity with an out-of-state teacher certification, will seek an **Add-on Endorsement in ESOL**. These two overarching pathways towards teaching English learners in K to 12 public school settings are presented below. If you already possess ESOL certification from MSDE, you may skip over this section. If you possess an out-of-state ESOL certification and want to teach ESOL in Maryland but have not yet been approved by MSDE to do so, visit the [MSDE Certification Office website](#) for instructions on out-of-state reciprocity approval.

### **Obtaining Initial Certification in ESOL**

Information presented here provides an overview of requirements and considerations for obtaining ESOL initial certification in Maryland. These requirements and considerations periodically change. Contact MSDE's [Certification Office](#) directly for all up-to-date information needed to complete the ESOL certification process.

Obtaining initial certification in ESOL can be done in two ways in Maryland. The first and more commonly done is going through and completing a traditional TESOL degree program at a higher education institution that has been approved by MSDE for meeting specific state-wide requirements towards initial certification in ESOL. The following institutions in Maryland each have a TESOL degree program that MSDE has marked as being a “Maryland Approved Program” (MAP) for teacher candidates to complete their requirements for initial ESOL certification (websites are current as of Spring 2021):

Table 3.1

**MSDE's "Maryland Approved Program" (MAP)**

Higher Education Institution	Program URL
McDaniel College	<a href="https://www.mcdaniel.edu/academics/graduate-professional-studies/tesol">https://www.mcdaniel.edu/academics/graduate-professional-studies/tesol</a>
Notre Dame of Maryland University	<a href="https://www.ndm.edu/grad-prof-studies/academics/programs/tesol-teaching-english-speakers-other-languages">https://www.ndm.edu/grad-prof-studies/academics/programs/tesol-teaching-english-speakers-other-languages</a>
Salisbury University	<a href="https://www.salisbury.edu/explore-academics/programs/graduate-degree-programs/english-masters/tesol-md-cert.aspx">https://www.salisbury.edu/explore-academics/programs/graduate-degree-programs/english-masters/tesol-md-cert.aspx</a>
University of Maryland, College Park	<a href="https://education.umd.edu/academics/programs/teacher-certification/curriculum-and-instruction-master-education-med-teacher">https://education.umd.edu/academics/programs/teacher-certification/curriculum-and-instruction-master-education-med-teacher</a>
University of Maryland, Baltimore County	<a href="https://tesol.umbc.edu/">https://tesol.umbc.edu/</a>

Six points to consider when reviewing the different programs are:

- 1. Admissions Requirements:** Universities, colleges, and programs have general admissions requirements that must be met (e.g., minimum Grade Point Average [GPA] from prior education, Statements of Purpose, etc.). It is important to note that, in Maryland, ESOL initial certifications are predominantly linked to a TESOL *graduate* program, meaning that applicants must have already completed their Bachelor's degrees. Usually, it is not necessary to have completed a Bachelor's degree in education, foreign/world languages, or another TESOL-related field to be accepted into a TESOL graduate program. Review the individual program's admissions requirements for specific details. Additionally, MSDE requires that all candidates entering teacher education programs for any discipline pass a Basic Skills Assessment as part of the admissions process to demonstrate mastery of basic reading, writing, and math skills. Assessments that are currently accepted by MSDE for this purpose, as well as the minimum scores that are required for admissions to teacher education programs, can be found [in the MSDE Basic Skills Assessment Requirement website](#). Again, contact the programs to get their specific admissions requirements.
- 2. Course Requirements:** In reviewing the different TESOL teacher education programs listed above, you will notice some overlap in course topics. That is because there are specific state requirements in terms of what courses need to be offered towards initial certification. The manner in which those courses are specifically constructed, as well as their titles, vary depending on the program. This information is usually available on the programs' websites.

- 3. Internship Requirements:** Central to the teacher education experience is the real-life internship experience that is required of teacher candidates while they are in their TESOL programs. ESOL is a PreK-12<sup>4</sup> Certification, meaning that upon finishing initial certification requirements you will be eligible to teach in *elementary* or *secondary* settings (in Maryland, *secondary* refers to either middle or high school). Because of this, teacher candidates must have internship experiences in both elementary and secondary settings. The internship can be a full-year experience, with one semester in an elementary setting and one semester in a secondary setting. This may not be the case, though, as MSDE only mandates a specific number of hours and days that an intern must complete in schools, not the number of semesters. In general, the internship experience includes the intern being matched with a mentor teacher at a school. The intern will first shadow, then assist, then eventually take over that mentor teacher's full teaching load. Interns must also experience other components of being a teacher, including but not limited to taking part in parent-teacher conferences, department meetings, directing school drop-off and pick-up, and monitoring the cafeteria. Interns are also assigned a supervisor from their TESOL program who will observe the intern "in action" and then have a debriefing period where they will discuss the successes of their teaching and what can be improved upon. These observations will take place multiple times over the internship. Contact the specific program to learn more about their internship requirements.
- 4. State Assessment Requirements:** Teacher candidates are also required to take and pass the specific assessments related to their content area that are mandated by the state for initial certification; these are in addition to program and/or degree specific assessments that may be required by the university or college, such as completing a Master's Thesis. Visit MSDE's [Certification Assessments](#) website to see the current assessment requirements for ESOL certification.
- 5. Length-of-Time in Program:** It is important to note the total credits required to graduate from a TESOL program. Credits will include coursework as well as the internship component. Some programs follow a more traditional 2-year schedule for full-time Master's programs, where the majority of coursework takes place during the first year and the internship is the main component of the second year. Other programs are 1-year intensive programs where candidates are doing their full-time internships during the day and then taking their own courses at night and/or on the weekends. Other programs allow part-time options for completing the degree, though there is usually an institutional limit to how many years a student is allocated to finish a degree program. Contact the program to find out what options you have for length-of-time to complete the program.

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<sup>4</sup> In Maryland, ESOL certification is designated for grades *PreK-12* as opposed to just elementary or secondary. When talking about the certification itself, we use PreK-12.

**6. Program Costs:** Each higher education institution will have different tuition rates usually based on each credit taken (this is why it is also important to know exactly how many credits it will take to finish the program). In addition, public higher education institutions will differentiate between in-state and out-of-state tuition depending on an individual's Maryland residency status. Still, others will have teacher education programs with specialized tuition rates. In addition to tuition, different programs may also have technology fees, course fees, internships fees, and other costs. Contact the programs to find out their tuition rates, other costs for the program, and any financial assistance that may be available.

Once all requirements are done and the teacher candidate has graduated from the TESOL program with their degree, the next step is submitting the documentation to MSDE. These TESOL programs cannot give initial certification; they can only recommend candidates to MSDE for certification once all requirements are completed. [MSDE's website](#) outlines the specific steps needed to apply for initial certification once the teacher candidate has reached this point. The approximate timeline from when candidates submit all of their completed materials to MSDE to when they receive their official certification from the state is 1-2 months. Teacher candidates do not need to have the certification in-hand to apply for teaching positions in the K to 12 public schools. Local school systems usually have job fairs or open houses in the spring semester for the following fall. If you are planning to complete your TESOL program and apply for certification that spring or summer, you can still search and be hired conditionally for a position, the condition being that you will have your certification in-hand by the start of the academic year or that MSDE will be processing it at that time and you will have it shortly after.

The second, less common pathway towards obtaining initial certification in ESOL is through transcript analysis. This pathway is mostly for those who already received a degree in TESOL or in a related field (e.g., applied linguistics, foreign/world languages, etc.) but may not have completed all of the requirements toward getting public school certification. To illustrate, people who choose to do a transcript analysis may have received a general TESOL Master's degree without completing all of the requirements listed above toward certification. They want to teach in K to 12 public school contexts but do not want to complete an entire degree program all over again. Per [Code of Maryland Regulations \(COMAR\) 13A.12.02.19](#) for the Maryland State Department of Education, candidates seeking initial certification in ESOL through transcript analysis need to show coursework connected to a credit-bearing program that was at least at the Bachelor's level (as mentioned earlier, most TESOL credit-bearing programs in Maryland are at the Master's level). A checklist of all courses used by MSDE when assessing transcripts for

ESOL initial certification can be found on the [COMAR Regulations website](#). Once completed, MSDE will tell the candidate which courses/internships are still needed. Some of the institutions mentioned earlier may allow you to register as a non-degree seeking student to take the few courses needed to finalize your certification process. It is important to first check with the MSDE Certification Office to see what options are available to finish your requirements.

In addition to the actual transcript analysis, candidates following this pathway towards initial certification must also take and pass a Basic Skills Assessment to demonstrate to MSDE the mastery of basic reading, writing, and math skills. As discussed previously, assessments that are currently accepted by MSDE for this purpose, as well as the minimum scores that are required for admissions to teacher education programs, can be found on the [MSDE Basic Skills Assessment Requirement website](#). Finally, candidates pursuing the transcript analysis route must also take and pass the specific assessments mandated by MSDE for ESOL certification. Visit MSDE's [Certification Assessments](#) website to see the current assessment requirements for ESOL certification.

One final note concerning initial ESOL certification in Maryland: In addition to partaking in a Maryland Approved Program or doing the transcript analysis towards getting initial certification, there may be alternative ESOL teacher certification pathways available. What makes these programs unique is that a teacher candidate can start working immediately while being trained towards certification, though these programs may not lead towards any type of degree. Such alternative programs are connected to specific local school systems in the state, specific disciplines, and/or specific nonprofit organizations. These programs routinely change as school district and state-wide needs change; for example, sometimes ESOL is available as an eligible discipline in these programs and sometimes it is not. For more information about such alternative teacher initial certification pathways, visit [Maryland Approved Alternative Preparation Programs](#).

### **Obtaining an Add-on Endorsement in ESOL**

The information presented in this section is for those who already possess teacher certification in a discipline that is not ESOL and want to add ESOL on to their certification as an endorsement. Before continuing, here are the eligibility requirements for obtaining an add-on ESOL endorsement in Maryland:

- A teacher must already have an approved certification on file with MSDE. This certification may have

originally been given by MSDE as an initial certification in that discipline or was originally obtained in a different state and has already been approved by MSDE through the process of reciprocity. If you hold an out-of-state non-ESOL teacher certification and have not yet had that certification approved by MSDE, please stop at this point and follow [MSDE instructions](#) for getting that certification approved. Once your main certification is approved by MSDE, follow the information below to obtain your add-on endorsement in ESOL.

- As ESOL is a *teacher* certification in Maryland, an add-on endorsement in ESOL can only be obtained by those who already possess another *teacher* certification in elementary, secondary, or PreK-12. Those with a *specialist* certification cannot add an ESOL endorsement to their certification through the methods presented below. Specialists should contact the [MSDE Certification Office](#) for more details.

There are two ways to obtain an add-on endorsement in ESOL from MSDE: (1) Completing 30 credits taken at a higher education institution; or (2) taking and passing the state mandated ESOL content assessment (as of this publication, that is the ESOL Praxis).

With the first option, teachers can take 30 credits in a higher education program; they cannot be professional development credits through the local school systems. Of those 30 credits, 15 must specifically be TESOL-focused. Furthermore, these credits must be taken after teachers have already started in their current certification area; credits cannot be borrowed and counted towards the new endorsement from degrees taken prior to starting in the local school system. Most often, teachers obtain these credits for an add-on endorsement as part of getting their Master's degrees in TESOL, though receiving a Master's degree is not necessary for the endorsement from MSDE. Once the credits are obtained, teachers should submit their official transcripts to MSDE for review. Details for how to do so are below.

With the second option, teachers can self-study for the state mandated ESOL content assessment, which as of this publication is the [ESOL Praxis Exam](#). If teachers obtain a passing score, they can submit that score to MSDE to receive their add-on ESOL endorsement. Historically, this was the more popular option for getting an add-on endorsement as teachers did not have to take additional higher education credit-bearing courses. As shown in Part 2 of this Handbook, the EL populations have become much more varied in terms of their language, academic, and cultural needs being met in public school settings. Given this, some school districts in Maryland are



now asking teachers that opt for this second option instead of the 30 credits to complement the test by taking part in TESOL professional development courses or some TESOL coursework at universities/colleges to increase their knowledge of working with English learners. To reiterate, this is not mandatory to receive the actual add-on endorsement from MSDE; however, taking Continuing Professional Development (CPD) courses through the school districts or doing some TESOL coursework in higher education would provide teachers with a more solid foundation in becoming effective reflective practitioners that address English learners' vast needs throughout the state. More information about professional development opportunities through institutions of higher education programs or school district CPDs is discussed in Part 6 of this Handbook.

For either option, instructions for how to apply for the [add-on endorsement in ESOL with MSDE](#) can be found on its website.

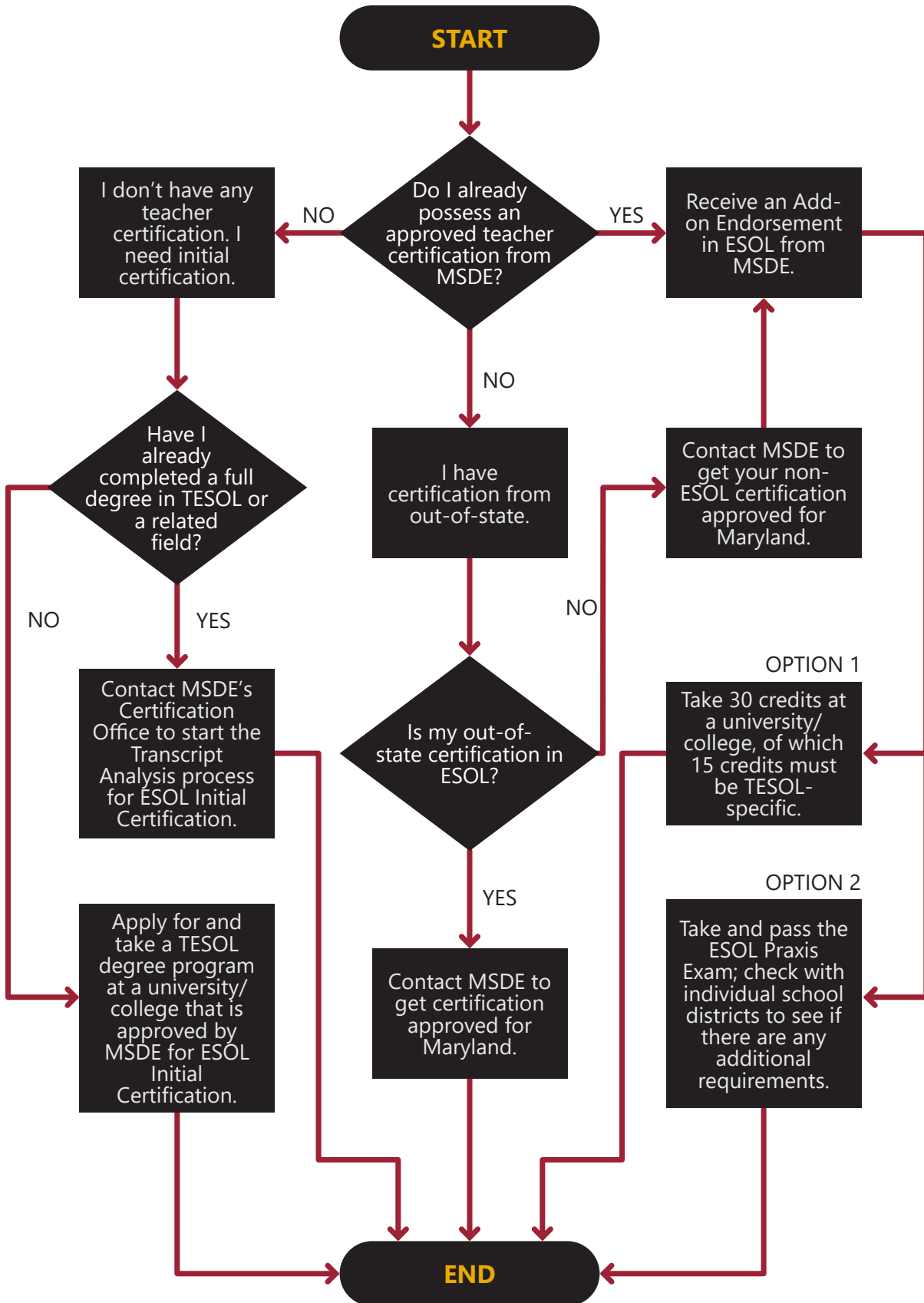
### **Summary**

In short, the process of becoming an ESOL teacher in K to 12 settings in the Maryland public school system depends on your own background professional experience. As a reminder, the Maryland State Department of Education (MSDE) issues certifications.

The chart below summarizes the key points from this section.

Figure 3.1 (Flowchart)

**Prerequisites, Requirements, & Credentials for Teaching in K to 12**



## **Becoming an ESL Teacher in Adult and Higher Education Settings**

Adult education programs serve learners who are both native English speakers and those for whom English is not a first or native language (Crandall, Ingersoll, & Lopez, 2008). Over the years, there have been continued efforts to professionalize the field and teaching practices in adult education and adult ESL, specifically. These efforts seek to help establish a professional workforce of adult ESL teachers that meet educational requirements and are able to implement and demonstrate mastery of the standards and competencies needed to effectively work with adult learners. In Maryland, professionalizing adult ESL teaching practices starts with teacher preparation and education.

Unlike the streamlined teacher certification requirements for those wishing to teach in the Maryland public school system in K to 12 contexts (noted above in the **Becoming an ESOL Teacher in K to 12 Settings** section), the requirements for teaching in both adult education (i.e., Adult Basic Education [ABE], Adult Secondary Education [ASE], and Adult ESL – also referred to English Language Acquisition [ELA] per Title II of WIOA/AEFLA) and higher education ESL settings vary from program to program and from one teaching context to another. Such requirements can range from no specific requirements to needing a master's degree in TESOL or a related field. They will largely depend on where you teach (i.e., the state, the educational organization/institution, and the specific teaching context) and the requirements established by specific programs serving adult learners. They may also be influenced by the funders (i.e., federal, state, and local government) of these programs.

For those interested in becoming an ESL teacher in adult and higher education settings, the range of educational requirements includes:

- **Education Requirements.** These will vary depending on the program, but programs are most often seeking adult ESL teachers with either of the following:
  - **Bachelor's Degree** – This is typically the minimum requirement for teaching adult learners in a given program, but it will depend on the requirement(s) established by a given program. Though it is not always required in some programs, having a bachelor's degree in education along with some knowledge and understanding of adult learning theory and cultural sensitivity may be seen as a plus. Having a bachelor's degree in other fields, especially with any training and/or experience in adult education may also be desirable and part of the requirements for certain programs.

- **Master's Degree** – This is most often preferred and may serve as the minimum educational requirement for some programs. Typically, adult ESL programs hire those with a master's degree in TESOL, applied linguistics, foreign/world languages, or other related fields. In Maryland, it is not often a requirement for teacher candidates in a Master's in TESOL program to follow a PreK-12 certification track if their goal is to teach adults. Teacher candidates may instead choose to be in a General Track/ Non-Certification Track TESOL Master's Program which would prepare them to work with an adult population. However, some adult and higher education ESL programs may view having PreK-12 certification from MSDE as a plus for teaching in their adult program programs<sup>5</sup>, though again this is not often the case.

Additionally, it is important to note that while Master's in TESOL programs in Maryland do an excellent job of preparing graduates to thrive in a variety of teaching contexts with training in implementing various standards, methods, pedagogy, and cross-cultural communication, among many other subjects, there is not always a focus on teaching adult learners. With an increased awareness of the importance of providing specific training geared to those who are interested in teaching adults, more teacher preparation programs are beginning to offer some coursework to help teacher candidates gain knowledge and understanding of adult learning theory and the principles of andragogy. This shift indicates an effort to help adult and higher education teachers learn ways to more effectively meet the language and educational needs and goals of their adult learners.

- **Certificate in TESOL** – This may be preferred or required by certain programs for prospective adult ESL teachers with a bachelor's degree or with a master's degree in a field unrelated to TESOL. Some TESOL Programs throughout the state may offer Post-baccalaureate/Graduate Certificate Programs (usually between 12-18 credits) for those who (1) would like to quickly enter the field with a certificate from an accredited program and institution, (2) are not sure if they are ready to commit to the field or to getting the full Master's degree in TESOL yet, (3) may be interested in changing careers, and (4) are already certified K to 12 teachers in non-ESOL fields and would like to complement their Praxis test for an add-on endorsement in ESOL with coursework (see **Obtaining an Add-on Endorsement in ESOL** in the previous **Becoming an ESOL Teacher in K to 12 Settings** section for more information on this last point).

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<sup>5</sup> Please note that it is not uncommon for certified public school teachers to teach part-time in adult and higher education programs in the evenings and weekends.

There are also non-credit certificates that are often considered *certificates of completion* for coursework in programs ranging from a semester-long course that offers a survey of the TESOL field, to a two-day intensive workshop that covers the general *how-to's* of teaching adults, to a one-off professional development seminar on some aspect of teaching adult learners.

- **Professional Degree** (in specialized fields) – For those who may wish to teach adults in English for Specific Purposes (ESP) courses (usually in higher education teaching contexts), having a bachelor's, a master's, and/or a professional degree in a specific field such as business, nursing, engineering, medicine, law, etc., is often preferred and very often required in addition to a degree in TESOL or related field.
- **Knowledge and Implementation of Standards and Competencies for Adult Education Teachers** (for the knowledge and skills that adult ESL teachers need). Adult ESL teachers in Maryland may find themselves working in programs that prefer or require teachers who have a knowledge of and experience with implementing standards and competencies specific to the adult and higher education contexts. Below is a list of standards and competencies for teachers working with adult learners with two of these standards being specific to Maryland.
  - **[Adult Education Teacher Competencies](#)**. Developed by the American Institutes for Research (AIR), these “competencies identify the knowledge and skills expected of any adult education teacher. They also offer a structured approach to determining the knowledge and skills that adult education teachers still need to develop and the professional development activities that will help them to acquire them” (p. 2).
  - **[College and Career Readiness Standards \(CCRS\) for Adult Education](#)**. Developed for the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), this report provides a “set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work and citizenship—in the areas of English language arts/literacy and mathematics” (para 1).
  - **[English Language Proficiency \(ELP\) Standards for Adult Education \(AE\)](#)**. Developed for the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE), these standards “address the need for equity, access, and rigor for adult English language learners (ELLs)” (p. 1). They also help to ensure adult ELLs receive effective instruction focused on the academic language needed to engage with and meet states' academic content standards for college and career readiness.

- **Maryland Content Standards for Adult ESL/ESOL.** “The standards are written in the form of a general outline so that local programs and instructors will be able to develop curriculum, plan instruction, and design classes to meet the local and individual needs” (p. 1).
  - **Professional Standards for Teachers in Adult Education:** Maryland’s framework that identifies a “number of teacher competencies recognized as broadly effective by practitioners, administrators, and learners” (p. 2).
  - **TESOL Standards for ESL/EFL Teachers of Adults.** Book published by TESOL Press that “provides tools to help instructors identify the qualities and practices to pursue in their teaching of adults” (tesol.org, 2008, para. 5). For more information, visit <https://www.tesol.org/advance-the-field/standards>.
- **Teaching Experience and Credentialing.** Gaining teaching experience in adult ESL is the ultimate goal and allows teachers to earn the credentials they seek and to have their experiences and expertise recognized and validated for what they have learned and can do as a result of their actual experience and not solely on specific courses taken or degrees earned (Crandall, Ingersoll, & Lopez, 2008). In adult ESL, this may include volunteer work, tutoring, teaching in various contexts as well program administration.
    - **Getting Started** – Many teachers get their start and gain their initial teaching credentials in adult ESL by volunteering. This may include working for programs that strictly offer volunteer teaching opportunities and all teachers are volunteers or working as a classroom volunteer (usually in literacy-level classes) assisting an experienced (and paid) instructor. The latter can often lead to shifting to a paid teaching position with the program in which you volunteered.
    - **Part-time Positions** – In Maryland, many (if not most) teaching positions in adult ESL are part-time. Though not impossible to find, it is rare to find full-time adult ESL teaching positions. So, for those interested in working with adult learners and teaching adult ESL and working full-time, this is an aspect of the work that should be taken under serious consideration. Most teachers are hired as adjunct (part-time; contractual) faculty and will often need to teach in several different programs (not often in close proximity) in order to create a full-time salary (without benefits).

The figure below summarizes the key points from this section:

Figure 3.2

## Prerequisites, Requirements, & Credentials for Teaching Adult Learners

### Degree Requirements for Teaching in Adult Education and Higher Education

- ✓ Bachelor's Degree (typically a minimum requirement); depends on the program; knowledge and understanding of adult learning theory and andragogy a plus.
- ✓ TESOL Certificate, often preferred with a bachelor's or non-TESOL master's degree.
- ✓ Master's Degree (often preferred) ideally in TESOL, Linguistics, or related fields; may be a requirement in some programs.
- ✓ Bachelor's, Master's, or Professional Degree (often preferred or required) in specific field for teaching English for Specific Purposes (ESP) courses (i.e., business, nursing, engineering, medicine, law, etc.) in addition to TESOL.

### State Licensure & Certification

Requirements vary by state and program; most programs in Maryland do not require PreK-12 certification.

### Teaching Opportunities

Something to consider is that it is not impossible, but it is difficult to find full-time teaching positions in Adult Education and Higher Education.

Many teachers start as volunteers or adjuncts (part-time instructors). Most teaching positions in Adult Education and Higher Education are part-time.

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## PART 4

# ADVOCATING FOR ENGLISH LEARNERS IN MARYLAND

## PART 4: ADVOCATING FOR ENGLISH LEARNERS IN MARYLAND

**Objective:** To explain the importance of advocacy in the TESOL field, and to propose two advocacy frameworks: one for teachers and practitioners, and one for advocates in community organizations.

### Introduction

As we write this part of the Handbook, in 2020, our country and state are witnessing social unrest caused by long-standing inequality issues in our society. At the same time, we are faced with the global pandemic of COVID-19 which has, in various forms, magnified issues of inequality and accessibility in education at all levels. For these reasons, the theme of the Maryland TESOL Association's 40th Annual Fall Conference, *Empowerment and Momentum: Language, Justice, and Technology*, was in many ways a timely call to action and to advocacy. For educators of English learners and organizations committed to supporting these students and their families, acting in favor of this population has become an ingrained element of our practice.

Understanding the centrality of advocacy as an inherent practice in TESOL, our goal with Part 4 of the Handbook is to equip English learner educators to stand up for themselves, their students, and their students' families in their schools and communities. As such, we begin with a brief definition of advocacy and non-exhaustive examples of what advocacy looks like. We then explore the question *Why advocate for students?* keeping in mind that our English learners' successful development as individuals and students is our duty and concern. Lastly, we propose two advocacy frameworks, or steps, that educators and community organizations can use to support English learners and their families. The first framework is a five-step advocacy process suggested by Linville and Whiting (2020) that could prove beneficial for practitioners and advocates at the classroom level. The second framework is a nine-step framework proposed by Child Safety Link (2015) that could prove beneficial for community organizations and advocates beyond the classroom.

## Definition of Advocacy

There are multiple definitions of advocacy depending on the fields and contexts used. However, in this Handbook, we use Staehr Fenner’s (2014) definition (p. 8):

*Advocacy is defined as “working for ELs’ equitable and excellent education by taking appropriate actions on their behalf”*

Non-exhaustive examples of advocacy include:

- Talking to friends and colleagues to create awareness of the positive effects English learners and immigrant families have in your community.
- Working hand-in-hand with fellow teachers and school staff to provide wrap-around<sup>6</sup> services for English learners depending on their needs (i.e., language needs, housing needs, etc.).
- Requesting after school enrichment programs for English learners and/or their family.
- Hosting presenters from community organizations in your classroom to share resources and information to your students on how they and their families can look for support.
- Inviting parents and guardians to a “parents’ night” to explain school expectations for parental involvement, and information about the school system in the United States.
- Communicating with policymakers and elected officials in your community to ask how they support your English learners and their family members.

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<sup>6</sup> In school environments, the term wrap-around services is usually used to describe different types of services designed to give students the best support they need in school, whether the support is academic, social, or behavioral.



## **Advocacy in Action: Primary School**

Advocacy Through Practice and Culturally Responsive Pedagogy

By: Kendall Sethna

I am currently beginning my fourth year as an elementary school ESOL teacher in a Title I<sup>7</sup> school with a high ESOL population. Prior to that, I have worked as an adult ESL instructor and also as a ESOL instructor in a French high school. In my current context, I believe that one of my most important roles is to be an advocate for my English learners and their families. For me, this advocacy comes in the form of implementing culturally responsive pedagogy in my own lessons and supporting classroom teachers in incorporating these principles in their own instruction across content areas.

In my own instruction, I try very hard to incorporate culturally and linguistically responsive pedagogical practices in every lesson. First and foremost, this involves building authentic relationships with my students. I want them to know that our ESOL group is a safe space for them to open up and share about their home experiences and personal life. Most of my students have lived experiences that are vastly different from my own, so taking the time up front to lay the groundwork by learning from them and building these connections has to come first before meaningful instruction can occur. Often getting these glimpses into what's going on outside of school is helpful in creating lessons that are more engaging and meaningful to them. When selecting texts, for example, I search for items that the students can connect with and already have a bit of background knowledge for when possible. The majority of my students are born in the United States to parents who immigrated from Central America, so many of the activities, texts, videos, and biographies that we work with are centered around that region. Part of my role as an ESOL teacher is to collaborate with classroom teachers to assist in building language supports into their lessons. While some classroom teachers are eager to do it, many seem to find this to be a daunting task and are not very receptive to our support. By second or third grade, it seems that some teachers have already given up on a lot of students, deeming them incapable, lazy, or unwilling to achieve. These kids are assigned to a low performing group and kind of left in the dust. When working with this group of teachers, I find myself reminding them that these students are more than capable of achieving when provided with the right supports, and that not having the English language proficiency to articulate their knowledge does not mean that they don't know and can't learn. In fact, we should be instilling a sense of pride in these students about their home language and encouraging them to make connections between their first language and English. Being bilingual is an asset, not a deficiency! Watch students bubble up with pride when they get to be the "teacher" and you ask them for a word in their home language. Most of these kids have incredible funds of knowledge and life experiences from which to draw upon, but may just need a little help articulating this in English. Yes, building language scaffolds does take time, a precious commodity for teachers. But with practice, this process gets easier and faster, and the payoff of seeing students achieve and take pride in their work is so worth it!

<sup>7</sup> Title I, Part A is a federal program that provides financial assistance to local school systems and schools with high percentages of poor children to support the academic achievement of disadvantaged students. Read more, <http://marylandpublicschools.org/about/pages/dsfss/titlei/index.aspx>

## **Why advocate for students?**

Advocacy, understood as acting in favor of our English learners, “is increasingly seen as a moral and civic duty in TESOL” (Pentón Herrera, 2019, p. 50). For educators, becoming an advocate means speaking up and taking appropriate action for our students and their families when we see something is affecting them. Traditional school systems emphasized instruction and provided inadequate attention to students’ mental, social, and emotional needs (Atkins et al., 2010). However, as our (global) society continues to transform, the roles of formal schooling, teachers, and other stakeholders in education are rapidly changing. Today, educators are seen as change agents, advocates, and individuals concerned with caring for the whole student’s wellbeing, including social, emotional, academic, and psychosocial wellbeing. As educators of English learners, we advocate in favor of them because it is our duty to care for their successful development as both individuals and students.

### **Advocacy Framework for Teachers and Community Organizations**

In this section, we propose two advocacy frameworks; the first will be most beneficial for practitioners and advocates at the classroom level, and the second could prove beneficial for community organizations and advocates beyond the classroom. The first advocacy framework is a practical five-step advocacy process introduced by Linville and Whiting (2020); the second advocacy framework from Child Safety Link (2015) is a more detailed framework that takes into consideration factors and stakeholders outside of the classroom and school building.

#### **Advocacy framework for teachers**

Linville and Whiting (2020) propose a five-step advocacy process that teachers can use to ensure their EL students are receiving equitable access to education and appropriate support. In this section, we briefly explain the five-step advocacy framework.

**Step 1. Notice the problem:** The first step to advocacy is to become aware of a problem. At this step, teachers recognize that their English learners need help.

**Step 2. Determine an action plan:** After an issue has been identified, advocates must then decide on a course of action to solve the problem. In this process of determining a course of action, advocates need to first evaluate the different factors involved in their current situation, such as institutional hierarchy, politics, stakeholders, and the advocate’s own position in their organization.

**Step 3. Build alliances:** After evaluating all of the factors involved, advocates must rally support. To do this, reach out to allies (co-advocates) which may be from your school, organization, and/or community and explore opportunities for support for your advocacy action.

**Step 4. Gather information:** After establishing strong alliances in favor of your advocacy efforts, assess potential risks associated with taking strategic actions. At this step, collect as much evidence/materials as possible to strengthen your action plan. Importantly, remember to maintain a diplomatic and strategic mindset to avoid any potential friction within existing and hierarchy structures in your organization.

**Step 5. Take strategic action:** Equipped with co-advocates, knowledge, and appropriate evidence/materials, you are now ready to take strategic action in favor of your EL students.



## **Advocacy in Action: Secondary School**

The Seal of Biliteracy: My Story of Advocacy

By: Luis Javier Pentón Herrera

The [Seal of Biliteracy](#) is “...an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation” (para. 1). This award was created by [Californians Together](#) and, in 13 years, has been implemented in 40 states in the United States and in the District of Columbia. “The Seal of Biliteracy is a distinction that validates, certifies and encourages students to pursue and attain a high level of mastery in one or more languages besides English” (Pentón Herrera, 2016, p. 25).

The Seal of Biliteracy was signed into law in the state of Maryland in 2016 and according to [The Maryland State Department of Education](#), the following local school systems participated during the 2019-20 school year: Allegany County, Anne Arundel County, Baltimore City, Baltimore County, Calvert County, Caroline County, Carroll County, Cecil County, Charles County, Frederick County, Harford County, Howard County, Kent County, Montgomery County, Prince George's County, Queen Anne's County, St. Mary's County, Talbot County, Washington County, Wicomico County, Worcester County.

My story of advocacy begins the second year the Seal of Advocacy was signed into law in Maryland, during the 2017-2018 school year. At that time, I was teaching ESOL at a high school and I was very excited that the first group of English learners I taught back in the 2014-2015 school year was now the graduating class! Because the Seal of Biliteracy was common knowledge for educators and the administration at the school, I thought that my English learners—as bi- and multilingual/bi- and multiliterate individuals—were going to be considered for this honor. Many of my English learners successfully completed the Advanced Placement (AP) Spanish or AP French courses, so their record of biliteracy was evident. However, to my surprise, at the 2017-2018 school year graduation, only a handful of students were wearing the Seal of Biliteracy medal and all of these students were native English speakers who had learned a foreign language. I was very sad to see that, once again, biliteracy and bilingualism was being celebrated for English L1 speakers who learned an additional language, but not for immigrant students, many of whom arrive in the U.S. speaking more than one language and learn English as a second or additional language.

I often wonder, why is biliteracy and bilingualism only considered positive for English L1 speakers? As I write this sentence, I am reminded of the (in)famous tweet by the Daily Mirror back in 2018 and the swift response shared by Cole Allen (see Figure 4.1).

The next school year (2018-2019), I made it my goal to disrupt this practice of celebrating bilingualism and biliteracy only for a chosen few. I knew that not giving our English learners the recognition they deserved for their bilingualism and biliteracy skills was a problem. I began to gather allies (i.e., teacher colleagues, paraprofessional staff, administrators, counselors) and I tactfully explained to those in positions of power within the building the imperative of giving all bilingual and biliterate students the opportunity to receive this recognition. In addition, I made it very clear that the students' legal status had no effects on their ability or requirement to receive this well-deserved recognition.

Throughout the 2018-2019 school year, I continued my informal communications with allies within the school.

Although it was not made clear who was in charge of ensuring students received fair assessment to receive the Seal of Biliteracy award, I continued to reach out informally and talk with the administration and school leaders. At the graduation of the 2018-2019 school year, I was glad to see more students with the Medal of the Seal of Biliteracy, among them, a couple who were English learners. This was the last year I worked at that school, but I always hope the seed my fellow advocates and I planted continued to grow at that institution and that more English learners received the recognition they so rightfully deserve in future years.

Figure 4.1

### Daily Mirror Tweet about Princess Charlotte



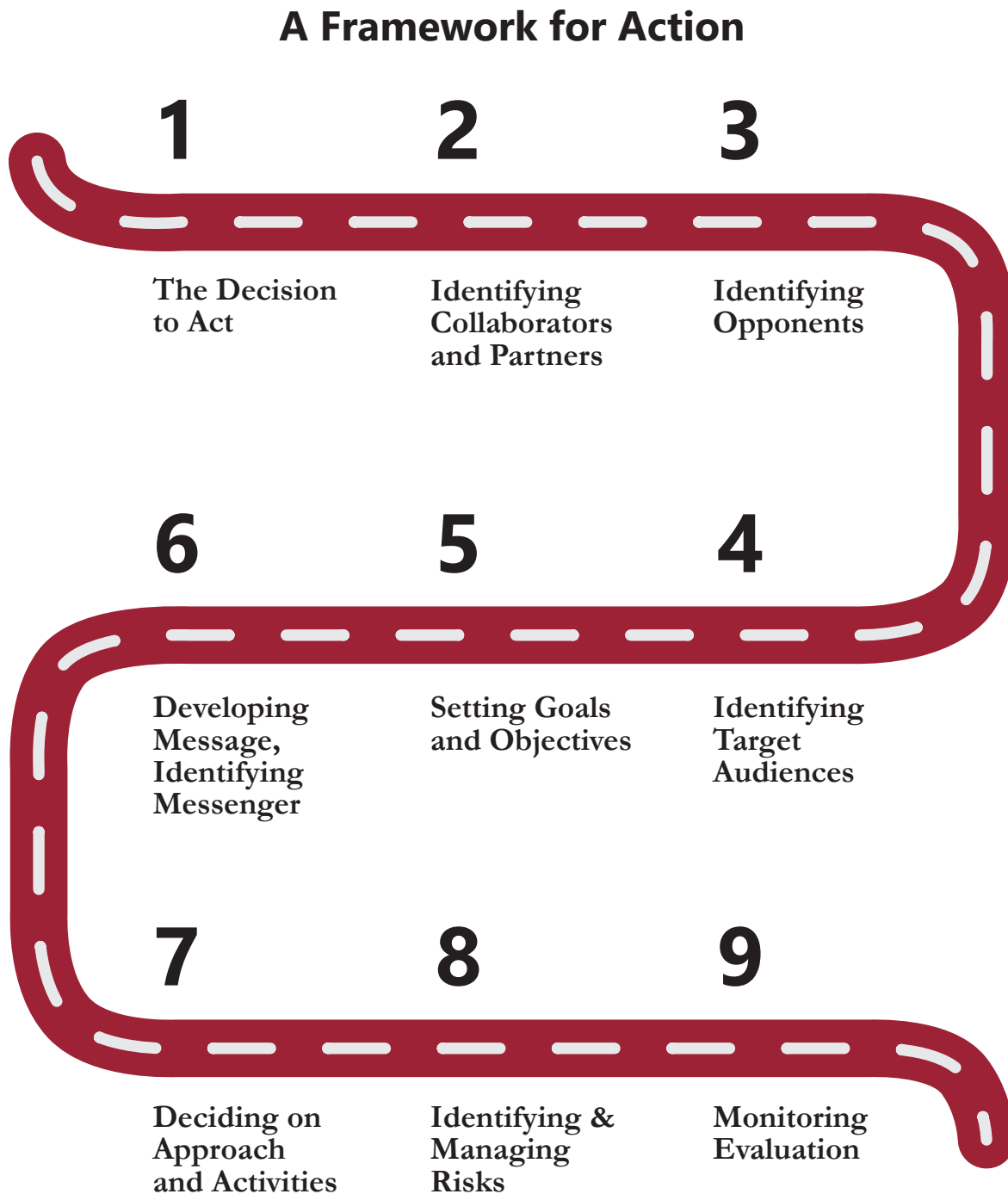


## Advocacy framework for community organizations supporting English learners

Child Safety Link (2015), a community organization in Canada, proposes a nine-step advocacy framework for action, shown in Figure 2. In this section, we briefly explain the nine-step advocacy framework that could prove beneficial for community organizations and advocates beyond the classroom level.

*Figure 2*

The advocacy framework for action. Retrieved from Child Safety Link (2015)



**Step 1. The decision to act** is the most important step of all because it is here where individuals recognize the importance of taking actions—of advocating—to make their ideas a reality. As Daly (2011) states, individuals “make the mistake...of assuming that having good ideas is enough. This point is crucial. What they fail to grasp is how vital advocacy is to success” (p. 5). For this reason, it is vital for individuals and organizations to reallocate adequate resources and action when an opportunity for advocacy is identified. Just having a good idea is not enough to support English learners; great ideas must be accompanied by well-organized actions.

**Step 2. Identifying collaborators and partners** is an essential piece of effective advocacy preparation. Choosing and recruiting allies for our advocacy goals strengthen our voices and efforts. “Partnerships bring together a variety of skills and perspectives to addressing the issue, offer different connections to other stakeholders and populations, increase the reach and influence of advocacy-related activities, and may result in a larger pool of resources” (Child Safety Link, 2015, p. 12). As an important note, recruitment diversification of key allies at different levels is essential at this stage. Involving stakeholders within the community (i.e. people in the school and neighborhood), at the state (i.e. public and private organizations), and national level (i.e. elected officials) will also contribute to the incorporation of practices, policies, or laws (Davies & Lyon, 2014) in favor of English learners.

**Step 3. Identifying opponents** is a logical subsequent procedure where advocates must explore the possibility of reducing the influence, or even persuading an opposing stakeholder. At this stage, advocates strive to identify common ground with the opposition and/or tailor their advocacy efforts to counter any potential damage to their efforts. An important recommendation for advocates is to “always let your opponent depart the field with his dignity intact. Remember, your opponent today may well have to be your ally tomorrow” (Daly, 2011, p. 186).

**Step 4. Identifying target audiences** is where advocates focus their attention on individuals or organizations in positions of power with the ability to influence policies directed to improve the lives of English learners. At this stage, special attention should be given to the recruitment of non-profit organizations, businesses, and leaders who are in charge or have influence over those in charge, of changing policies and affecting social change.

**Step 5. Setting goals and objectives** is where advocates refine their strategy and set short (less than a year) and long term (one- to five-year) goals. Once the goals and objectives have been identified, advocates should allocate available resources (i.e. economic, human, material, etc.) to those ends. Child Safety Link (2015) offers more

specific details on page 18 for how to set appropriate goals and objectives for your advocacy efforts.

**Step 6. Developing the message, identifying the messenger** focuses on communicating goals and objectives through specific channels to garner additional support. In the case of English learners, for example, once goals and objectives have been identified, advocates should develop simple, key messages such as “equitable access to education is a social responsibility” and identify appropriate channels (i.e., journalists, tv or radio stations, etc.) to disseminate this message and amass additional support.

**Step 7. Deciding on approach and activities** is where advocates choose how to best engage advocacy efforts to better benefit their goals and objectives. While some advocacy efforts may “require a very public approach that involves mobilizing the community and acting in a more ‘hard-hitting’ matter, at other times [advocates] may decide it is optimal to quietly advocate for an issue behind the scenes with a softer approach” (Child Safety Link, 2015, p. 23). For English learners, for example, it may prove beneficial to publicly advocate for them in progressive communities that embrace this population, but it might be prudent to choose a softer approach for advocacy efforts conducted in areas with opposing views.

**Step 8. Identifying and managing risks** focuses on mitigating risks associated with advocacy efforts. When engaging in advocacy, risks always surface; however, at this stage, advocates must consciously identify, analyze, manage, and ultimately mitigate risks always keeping in mind that advocacy is not about confrontation, but about influencing others to join your cause.

**Step 9. Monitoring and evaluation** “is an important component of any advocacy strategy for tracking progress, assessing the process, and determining the extent to which outcomes have been met” (Child Safety Link, 2015, p. 30). At this last step, advocates learn the effectiveness of their advocacy efforts and identify approaches to refine their future actions.



## **Advocacy in Action: Adult Education**

Advocating for Adult ESL students

By: Kirstin Thomas

Since 2013, I have had the pleasure of working with adult English learners in a variety of contexts, ranging from teaching abroad in language institutes to working at community colleges and as a freelance instructor in the U.S. Currently, I am volunteering as an English Language Acquisition (ELA) tutor with a local nonprofit. As an adult educator, when I think about advocacy I think about how I can help my students develop knowledge and language skills to advance their personal goals. While instructors always have learners' best interests at heart, adult students often have just as good or better an idea about what they need. With that in mind, one of the best ways to provide meaningful instruction is to ask for students' input and incorporate feedback into lesson planning as much as possible.

There are a number of ways to invite student input. With beginning levels, I have asked my English learners to circle pictures of topics that they want to study. At intermediate and advanced levels, I'll have students complete brief questionnaires or interview each other about their interests and goals. This approach helps me identify areas for study and often provides insight into students' experiences, which I can draw upon in class both as background knowledge and as a way to get to know them more personally. Another thing I like to do is survey the textbook and ask students to list their "Top 3" chapters. There's no guarantee they will all want to study the same things, but it can be a quick way to find out which topics have potential. Allowing adult learners to influence instruction not only ensures that class content is relevant, it gives them a voice and shows that their opinions are valued. At the end of the day, I want my students to leave the classroom knowing that their voices can and should be heard.

Outside of the classroom, there are other ways you can advocate for adult learners. At the conclusion of each course, I tell students I am available if they ever need a professional recommendation for school or work. I give them my Facebook information and encourage them to keep in touch. In turn, I have had students reach out over the years for help with things like job references, visa applications, or for information about how to continue their education. I am happy to help current and former students with a few minutes of my personal time when it sets them up for continued success.

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PART 5

# COMMUNITY ORGANIZATIONS

THAT SUPPORT AND HELP ENGLISH LEARNERS AND THEIR FAMILIES IN MARYLAND

## PART 5: COMMUNITY ORGANIZATIONS THAT SUPPORT AND HELP ENGLISH LEARNERS AND THEIR FAMILIES IN MARYLAND

**Objective:** To provide a list of organizations that offer education, health, and advocacy support for English learners, their families, and immigrant populations in general throughout the state of Maryland and surrounding areas.

### Introduction

Our goal with Part 5 is for readers to use the resources shared here to help and support those they serve. The list provided is non-exhaustive. As an important reminder, the authors of this Handbook are not receiving any financial incentives from the organizations included in this Part and throughout the Handbook. Here we provide brief definitions of the services offered by different organizations:

- **Advocacy:** Immigrant and legal services, civic engagement.
- **Education:** Includes language services, literacy, citizenship classes, GED, job and vocational training.
- **Family services:** Childcare, child-rearing, and meals/food services.
- **Health:** All health-related services: physical and mental services.
- **Youth<sup>8</sup> services:** Unaccompanied minors and homeless minors/students.
- **Additional services:** Anything not mentioned above such as supporting immigrant families transitioning into their new communities, LGBTQ+, victims of sex trafficking, housing services, financial literacy, senior services, and special needs.

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<sup>8</sup> For the purposes of Part 5 of our Handbook, *youth* is defined as those who are 3-24 years old.

Table 5.1

**Community Organizations**

Organizations	Services					
	Advocacy	Education	Family	Health	Youth	Additional
<a href="#">Ana A. Brito Foundation, Inc. (AABFI)</a>	✓	✓	✓	✓		
<a href="#">Casa de Maryland</a>	✓	✓				✓
<a href="#">Casa Ruby</a>	✓			✓	✓	✓
<a href="#">Catholic Charities- Esperanza Center</a>	✓	✓	✓	✓	✓	✓
<a href="#">Catholic Charities Spanish Catholic Center - ESOL</a>		✓				
<a href="#">Charles W. Gilchrist Immigrant Resource Center</a>	✓	✓				✓
<a href="#">Chesapeake Language Project (CLP)</a>					✓	✓
<a href="#">Chesapeake Multicultural Resource Center (ChesMRC)</a>	✓	✓	✓	✓	✓	✓
<a href="#">Family Services, Inc. (FSI): Thriving Germantown</a>		✓	✓	✓		✓
<a href="#">Judith P. Hoyer Center Early Learning Hubs (Judy Centers)</a>		✓	✓	✓		
<a href="#">La Clínica del Pueblo</a>			✓	✓	✓	✓
<a href="#">Liberty's Promise (LP)</a>	✓	✓			✓	✓
<a href="#">Maryland Office for Refugees &amp; Asylees (MORA)</a>	✓	✓	✓	✓	✓	✓
<a href="#">Refugee Youth Project (RYP)</a>		✓			✓	✓
<a href="#">Resources for Immigrant Support and Empowerment (RISE) Coalition of Western Maryland</a>	✓	✓	✓	✓	✓	✓
<a href="#">Soccer Without Borders (SWB)</a>		✓			✓	✓
<a href="#">University of Maryland Support, Advocacy, Freedom, and Empowerment (SAFE) Center</a>	✓	✓		✓		✓



## Community Organizations

These locations are current as of spring 2021. Visit the organizations' websites below for any changes or additions to locations.

### [Ana A. Brito Foundation, Inc. \(AABFI\)](#)

#### **Montgomery County, MD**

AABFI was established as a charitable, educational outreach organization in upper Montgomery County, Maryland, to widen the scope and support of the growing immigrant communities in Gaithersburg, Maryland, and surrounding areas. The Foundation's programs include free ESOL classes for adult immigrants (beginner, intermediate, and advanced), adult computer classes, after-school tutoring for school-aged children, childcare and parenting classes, health and wellness sessions and health screenings, and civic and legal rights and responsibilities workshops.

### [CASA de Maryland](#)

#### **Maryland, Virginia, and Washington, D.C.**

CASA is a non-profit organization advocating for the expansion of opportunities for Latino immigrants throughout Maryland (as well as in Virginia and D.C.). CASA provides assistance with employment placement, technical and vocational training, health education, citizenship and legal services, financial literacy training, and ESL training.

### [Casa Ruby](#)

#### **Washington, D.C.**

Casa Ruby is a multicultural, bilingual safe-space for LGBTQ+ youth providing preventative health services, short- and long-term housing services, social services such as getting a government issued identification (ID) and skill-building assistance, immigrant services to help newcomers transition to being in the USA, and support services for victims of violence.

### [Catholic Charities - Esperanza Center](#)

#### **Baltimore, MD**

The Esperanza Center in Baltimore provides newly arrived immigrants with assistance to navigate their new local surroundings. This includes providing free access to medical and dental services, classes for youth and adults, immigration legal services, family reunification services, and assistance for victims of human trafficking.

### [Catholic Charities - Spanish Catholic Center - ESOL](#)

#### **Montgomery County, MD**

The Spanish Catholic Center in Gaithersburg, Maryland, offers ESOL, Family and Children Literacy, and Spanish Literacy programs that provide educational resources for non-native English speakers in Montgomery County.

### [Charles W. Gilchrist Immigrant Resource Center](#)

#### **Montgomery County, MD**

The Gilchrist Center in Montgomery County offers beginning to low-intermediate ESL classes for adult immigrants as well as citizenship and civics classes, native language literacy, computer classes, conversation classes, basic legal assistance, and social service support programs.

### [Chesapeake Language Project \(CLP\)](#)

#### **Baltimore, MD**

The Chesapeake Language Project offers two programs for immigrant students. The Mentorship Program facilitates immigrant students' access to higher education and postsecondary opportunities by pairing volunteer mentors with academically talented English learner or former English learner students as they prepare for and navigate the college entrance process. The Scholarship Program offers two \$1,000.00 scholarships to graduating Maryland seniors to assist with attending college.

### [Chesapeake Multicultural Resource Center \(ChesMRC\)](#)

#### **Easton, MD**

The Chesapeake Multicultural Resource Center (ChesMRC) is committed to empowering the vibrant multicultural communities of the Eastern Shore to be economically productive, politically engaged, and socially committed. ChesMRC offers numerous services that focus on helping immigrant populations to successfully integrate into the community by connecting them with the existing network of public and private service providers. Some of the

programs available include youth development as well as adult education, and information, referrals, and/or direct services are provided for legal, immigration, and health services, English classes, and family support among several others.

### **[Family Services, Inc. \(FSI\): Thriving Germantown](#)**

#### **Germantown, MD**

Thriving Germantown is another Community & Family Services program that offers broad multi-generational and multi-tiered case management and care coordination to help reduce the impact of poverty for families in Germantown, particularly those in the Captain James E. Daly Elementary School community. The focus of the Thriving Germantown program is on improving health outcomes of children and their families, improving children's academic achievement, and ensuring safe, stable, and nurturing relationships and environments for children and their families.

### **[Judith P. Hoyer Center Early Learning Hubs \(Judy Centers\)](#)**

#### **Throughout Maryland**

Judy Centers focus on preparing children from Birth to Kindergarten to be ready for entering elementary school. These Centers are connected to Title I Schools throughout the state. They provide health and developmental screenings, child care assistance, family engagement activities, parenting classes, play groups, and case management. In addition, with the increase of English learners throughout the K to 12 public school system in Maryland over the last ten years (refer back to Part 2), more English language support is being provided at the Centers.

### **[La Clínica del Pueblo](#)**

#### **Washington, D.C., Montgomery County and Prince George's County, MD**

This organization addresses the health and wellness needs of the Central American Latino community in D.C., Montgomery County, and Prince George's County. Their main goal has been to overcome cultural, linguistic, and economic barriers that these immigrant communities face in order to provide access to all forms of health care services. This includes medical interpretations in over 8 languages (including Indigenous languages throughout Central America) as well as in American Sign Language.

### **[Liberty's Promise \(LP\)](#)**

#### **Baltimore, MD and Washington, D.C.**

Liberty's Promise offers three after-school programs that provide basic support and the means for young newcomers and low-income youth ages 15-21 to become actively involved in civic life, pursue higher education, and meaningful careers.

### **[Maryland Office for Refugees and Asylees \(MORA\)](#)**

#### **Baltimore, MD**

MORA, through the Maryland Department of Human Services (DHS), supports programs that stabilize newly arrived refugees (federally recognized), eases their integration into American society, and prepares them for productive lives in their new country. MORA typically serves refugees, asylees, Special Immigrant Visa (SIV) holders, certified Victims of Trafficking (VOTs), Cuban and Haitian entrants, and certain Amerasians. While MORA does not provide direct services to eligible clients, through its Public-Private-Partnership model, it contracts program partners to provide a wide range of services such as financial and health assistance, employment and educational services, and targeted outreach and case management.

### **[Refugee Youth Project \(RYP\)](#)**

#### **Baltimore, MD**

The Refugee Youth Project (RYP) is part of the services offered by the Baltimore City Community College. RYP's mission is to improve the lives of young, school-aged refugees by providing a safe and supportive environment to improve their literacy skills, enhance their knowledge of American culture, and to engage in enriching extracurricular activities.

### **[Resources for Immigrant Support and Empowerment \(RISE\) Coalition of Western Maryland](#)**

#### **Western Maryland**

The mission of the R.I.S.E. Coalition of Western Maryland is to serve, elevate and empower the immigrant community in Western Maryland. The Coalition will accomplish this by helping to further unite current efforts on the ground amongst diverse immigrant communities and their allied neighbors.

### **Soccer Without Borders (SWB)**

#### **Baltimore, MD**

Soccer Without Borders Maryland serves newcomer refugee and immigrant youth in Baltimore City and Baltimore County. Through soccer, education, and community-based activities, SWB provides the support needed to help young newcomers meet their full potential. The participants receive an athletic outlet, camaraderie, academic tutoring, ESOL training, and social advice.

### **University of Maryland Support, Advocacy, Freedom, and Empowerment (SAFE) Center**

#### **College Park, MD**

The SAFE Center provides services for survivors of human trafficking to empower themselves in ways that allow them to heal and reclaim their own lives. The Center provides assistance in creating a safety plan for those in immediate danger, as well legal services, mental health services, crisis interventions services, and economic empowerment services. The SAFE Center provides all of these services in English and Spanish through their bilingual staff. Additionally, the SAFE Center provides varying levels of ESL services to help survivors enter the workforce.



## PART 6

# FURTHER CHANNELS FOR TESOL PROFESSIONAL DEVELOPMENT

## PART 6: FURTHER CHANNELS FOR TESOL PROFESSIONAL DEVELOPMENT

**Objective:** To provide resources for teachers to do further professional development within the field of TESOL.

### Introduction

In this final Part of the Handbook, we provide additional resources for professional development for educators across Maryland working with English learners of all grade levels, ages, backgrounds, and life experiences. The information presented here covers a wide range of topics pertinent to working with English learners in 2020 and beyond, though it by no means represents an exhaustive list of resources in our field. Part 6 is broken into two sections: (1) resources for further professional development and (2) programs for further professional development.

### Resources for Further Professional Development

The type of sources we are including in this section are books, journal articles from practitioner-oriented publications, online publications, movies, and professional publications from organizations applicable for educators of English learners in Maryland. In each category, we include four to six resources that practitioners can use.

#### Culturally Responsive and Sustaining Pedagogy

- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.
- Haynes, J. (2015, October 8). [4 pathways to a culturally responsive classroom](http://blog.tesol.org/4-pathways-to-a-culturally-responsive-classroom-2/). <http://blog.tesol.org/4-pathways-to-a-culturally-responsive-classroom-2/>
- Kidwell, T., & Pentón Herrera, L. J. (2019). [Culturally sustaining pedagogy in action: Views from Indonesia and the United States](https://doi.org/10.1080/00228958.2019.1580982). *Kappa Delta Pi Record*, 55(2), 60-65. <https://doi.org/10.1080/00228958.2019.1580982>
- Verner Chappell, S., & Faltis, C. (2013). *The arts and emergent bilingual youth: Building culturally responsive, critical and creative education in school and community contexts*. Routledge.

## Cultures and Languages

- Egbert, J., & Ernst-Slavit, G. (Eds.). (2018). *Views from inside: Languages, cultures, and schooling for K-12 educators*. Information Age Publishing.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Nieto, S. (2018). *Language, culture, and teaching: Critical perspectives* (3rd ed.). Routledge.
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- PBS. (2005). Do you speak American? <https://www.pbs.org/speak/>
- Rivera, R. (2018, June 6). Making connections that count. *Language Magazine*. <https://www.languagemagazine.com/2018/06/06/making-connections-that-count/>

## English Learners with Exceptionalities

- Colorín Colorado. (n.d.). ELLs in gifted/talented programs. <https://www.colorincolorado.org/school-support/programs-success/ells-giftedtalented-programs>
- Echevarría, J., Richards-Tutor, C., & Vogt, M.E. (2015). *Response to intervention (RTI) and English learners: Using the SIOP model* (2nd edition). Pearson.
- Fagan, D. S. (2016). [Special education or second language acquisition: Consideration for differentiating the two](#). Presentation given at the District of Columbia Office of the State Superintendent of Education's annual Multilingual Learner Conference, Washington, DC.
- Hamayan, E. V., Marler, B., Lopez, C. S., & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services*. Caslon Publishing.

## Immigrant Experiences

- Maryland State Department of Education (2020). [A guide to school for families of English learners](#) (English version). MSDE.
- Maryland State Department of Education (2020). [A guide to school for families of English learners](#) (Spanish version). MSDE.
- Nazario, S. (2007). *Enrique's journey: The story of a boy's dangerous odyssey to reunite with his mother*. Random House Publisher.



- PBS. (2017). *The Chinese Exclusion Act* (documentary).
- Rigen, P. (2007). *Under the same moon* (movie).
- Thorpe, H. (2017). *The newcomers: Finding refuge, friendship, and hope in an American classroom*. Scribner.

## Methods, Evaluations, and Assessments

- Echevarría, J., Vogt, M., & Short, D. (2016). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.
- Helman, A. B., Harris, K., & Wilbur, A. (2019). *The 6 principles for exemplary teaching of English learners: Adult education and workforce development*. TESOL Press.
- Johnson, M., Bashay, M., & Bergson-Shilcock, A. (2020). [\*The roadmap for racial equity: An imperative for workforce development advocates. Special edition: Immigrants and English learners\*](#). National Skills Coalition.
- Maryland Department of Labor. (2020). [\*Digital literacy framework for adult learners\*](#). Maryland Department of Labor's Adult Education.
- Maryland State Department of Education. (MSDE). (2017). [\*Maryland assessment, accessibility, & accommodations policy manual\*](#). MSDE.
- TESOL International Association. (2020). [\*The 6 principles for exemplary teaching of English learners\*](#). TESOL Press.

## Policies and Standards

- National Skills Coalition. (n.d.). [\*Middle-skill credentials and immigrant workers: Maryland's untapped assets. A fact sheet\*](#). National Skills Coalition.
- Teaching Tolerance. (2018). [\*Social justice standards: The teaching tolerance anti-bias framework\*](#). The Southern Poverty Law Center.
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- WIDA Consortium (2020). [\*English language development standards\*](#). WIDA.

## Social and Emotional Support

- Colorín Colorado. (n.d.). [Social and emotional support for ELLs and immigrant students](#).
- Greater Good in Education. (2019). [SEL for adults: Self-awareness and self-management](#).
- Pentón Herrera, L. J. (2020). [Social-Emotional Learning in TESOL: What, why, and how](#). *Journal of English Learner Education*, 10(1), 1-16. <https://stars.library.ucf.edu/jele/vol10/iss1/1/>
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- The Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). [SEL: What are the core competence areas and where are they promoted?](#)
- U.S. Department of Education (2017). How do we support newcomers' social-emotional needs? (Chapter 4) in *Newcomer Toolkit*. <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf>

## Programs for Professional Development

### Professional Development Programs through Institutions of Higher Education

Throughout the state, institutions of higher education (IHEs) offer programs specifically designed for those who are currently practicing teachers (for those who are not yet practicing teachers, refer back to the information in Part 3 on becoming an ESOL/ESL teacher). While these programs may be open for teachers of all age levels (children and adults), they tend to focus on teachers in K to 12 settings who want to take courses that prepare them to address English learners' academic, language, and cultural needs across disciplines (check with the specific IHE to learn about the teacher populations for their professional development programs). Usually, these are graduate-level, credit-bearing programs, though that may not always be the case. If you are looking specifically for graduate-level and/or credit-bearing courses, check with the IHE with whom you are interested in working.

There are two types of programs offered through IHEs: (1) those that are open cohort programs, meaning they are open to anyone who meets the IHE's specific admissions criteria for the professional development program; (2) those that are closed cohort programs, meaning that they are part of a formal legal partnership with specific local school systems and are only open to already-practicing teachers within those local school systems who meet specific admissions criteria laid out jointly by the school district and the IHE. Regardless of which type of program is

offered, they are usually for those who have no prior formal post-secondary-level education in TESOL and want to “get their feet wet” in the field as opposed to getting a full degree in TESOL or formally getting their ESOL certification from MSDE. The student population for these programs usually include:

- Non-ESOL teachers across the disciplines and grade levels who want to learn how to work with English learners within their specific classroom setting without becoming ESOL teachers themselves (e.g., in science, math, the arts);
- Specialists who want to know more about meeting English learners’ needs as they relate to their specific interactions with them (e.g., special education, reading recovery, gifted and talented, etc.);
- ESOL teachers who received their add-on endorsements in ESOL by virtue of only taking and passing the ESOL Praxis test but have not taken any formal credit-bearing coursework.

Examples of such programs are the 12-credit Post-Baccalaureate Certificate (PBC) Programs offered by the University of Maryland, College Park (UMD). UMD has both open and closed cohort PBC Programs for in-service teachers throughout Maryland. Their [online open cohort program](#) allows teachers from all across the state (and beyond) and across age levels (children and adults) to engage with others while learning how to meet their English learners’ ever-evolving needs. At the same time, UMD, as of Spring 2021, offers closed cohort programs in partnership with [Prince George’s County Public Schools](#) and [Anne Arundel County Public Schools](#) to help address the specific needs of K to 12 teachers within those local school systems working with their specific English learner populations.

To see if your local school system offers professional development programs in TESOL through a partnership program with an IHE (i.e., a closed cohort program), contact the ESOL Office/Supervisor for your local school system (refer back to Part 2 for contact information). Alternatively, check with different IHEs throughout the state to see if they offer open cohort professional development programs that are not linked to any specific local school system. IHEs that have such programs currently or have had such programs in the past include:

- Johns Hopkins University
- McDaniel College
- Montgomery College
- Notre Dame of Maryland University

- Salisbury University
- Towson University
- University of Maryland, Baltimore County
- University of Maryland, College Park

Please check their websites to see if they currently have such programs available. Also, more programs may become available at other IHEs following this publication.

### **Continuing Professional Development Courses through the Local School Systems**

Another professional development option for in-service K to 12 public school teachers is to take continuing professional development (CPD) courses in ESOL offered through their individual local school systems. While these courses do not offer higher education-level credit, they do provide district-level credits that are needed for teachers to renew their certification or, in some cases, to receive increases in salary or to work towards promotion (check with your individual local school system for more information). Note that CPDs are only for current teachers in the public school system.

A sampling of ESOL-specific course topics that have been offered in different local school system CPDs include:

- Understanding and Using the Sheltered Instruction Observation Protocol (SIOP)
- Literacy for English learners (specific courses for different age-groups across K to 12)
- Second Language Acquisition
- Cross-Cultural Communication
- Working with Newcomer English Learners
- Teaching Dually Identified Learners (those with ESOL and Exceptional needs)

To find out which CPD ESOL-focused courses are offered in your specific local school system, it is recommended that you contact the ESOL Office or Supervisor in your district (refer back to Part 2 for contact information).



# Maryland TESOL

## About Maryland TESOL Association

Maryland TESOL. Maryland TESOL is a 501(c)(3) organization dedicated to the improvement and advancement of teaching English to speakers of other languages. Maryland TESOL is an affiliate of TESOL, the international organization of professionals interested in teaching English to speakers of other languages.

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