



tesol international
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Advancing Excellence in English Language Teaching

The Preparation of the
ESL Educator in the Era of
College- and Career-
Readiness Standards

A Summary of the
TESOL International Association
Convening

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The Preparation of the ESL Educator in the Era of College- and Career-Readiness Standards

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In September 2015, TESOL International Association convened a meeting of 28 ESL teachers, administrators, university faculty, and leaders in English learner (EL) education policy to discuss the role of English as a Second Language (ESL) teachers in the era of new content standards. The majority of participants represented settings in the District of Columbia, Maryland, and Virginia. One participant represented a university in North Carolina.

The 2015 convening built on the dialogue that began at the first TESOL convening held in February 2013 and continued through the publication of the white paper [*Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards*](#) (Valdés, Kibler, & Walqui, 2014). As a result, the 2015 dialogue focused on two overarching themes: (1) how to strengthen English language teaching (ELT) professionalism and (2) how to make connections between teacher training programs and K-12 schools. The rich discussions and recommendations will inform the field in terms of where it needs to go in order to prepare and support ESL teachers, and the discussions will also shape the forthcoming revision of the [TESOL P-12 Professional Teaching Standards](#).

Background

Three significant changes have led to the need to define a vision for ESL teacher preparation (Valdés et al., 2014). These changes include the content and language practices required by new standards, a new standards-related emphasis on inclusion-based instruction, and developments in second language acquisition theory.

The college- and career-readiness standards (CCRS) movement that provides rigorous expectations for student achievement throughout the United States has raised questions about how educators can best support all students in meeting these standards. During a previous convening held by TESOL in 2013, educators, education experts, and researchers identified the need to redefine, reconceptualize, and support ESL teachers' role as well as their daily practices within this new content standards framework.¹

Participants of the 2013 convening noted that, in general, content teachers tended to lack the level of training needed to support English learners in accessing content and gaining the content-specific academic language required of them by the CCRS. Further, participants suggested that in order for ESL teachers to respond to the challenging content and language practices required by the new standards, their roles needed to be redefined so that they could be seen as experts, advocates, and consultants. The participants noted that if ESL teachers are viewed as teacher leaders in their schools, they will be better positioned to model strategies and share key understandings that content teachers need to support the achievement of English learners (e.g., role of academic language in accessing content). The participants in the 2013 convening also explained that administrative support was essential if ESL teachers were to be able to redefine their roles in schools and function in a new capacity.

Co-Teaching

In addition to changes in the content and language practices that come with the CCRS, these standards also lend themselves more to an inclusion-based model of instruction in which co-teaching plays a greater role. Although a variety of instructional models can support English learners' access to content material through inclusion, collaboration among ESL and content-area teachers (particularly for English learners at earlier levels of proficiency) is essential (Valdés et al., 2014). In considering what an inclusion-based model of instruction means for English learners, several questions remain unanswered by current research. For example, it will be essential to analyze the language that English learners need in order to be educated in an inclusive standards-based classroom and the criteria that should be used in making decisions about inclusive models. In addition, it will be important to consider the make-up

¹At TESOL's 2013 convening, participants from Maryland and the District of Columbia focused exclusively on the Common Core State Standards. However, at the 2015 convening, participants from Virginia, the District of Columbia, Maryland, and North Carolina more broadly discussed college- and career-readiness standards.

of inclusive content-area classrooms. Some questions to consider are: (1) In what way will non-English learners be included? (2) What should be the structure and content of classrooms for English learners who are not yet ready to take part in inclusive classes? and (3) What kind of professional preparation do ESL teachers, content teachers, and administrators need in planning for inclusive classrooms (Valdés et al., 2014)?

Shifts in Second Language Acquisition Theory

Not only do the changes brought about by the new CCRS need to be considered when conceptualizing preservice and inservice programs for ESL teachers, it is also important to look at how three developments or shifts in second language acquisition theory should affect pedagogy (Valdés et al., 2014). One significant shift in second language acquisition theory includes a move away from viewing second language acquisition as a linear process and instead recognizes it as a nonlinear, variable process (Larsen-Freeman & Freeman, 2008) that is based on the language that learners are exposed to and interact with (Ortega, 2014). A second shift in the field of second language acquisition is a move away from seeing monolingualism as the norm and bi/multilinguals as nonnative speakers. Instead, bi/multilingualism is increasingly considered the norm and bi/multilinguals are seen as multicompetent multilanguage users (Cook, 1992, 2002a, 2002b, 2003) and plurilinguals (Beacco, 2005). This shift means that the goal in English language learning is reframed from producing native-like English speakers to helping students develop language skills and understandings in multiple languages so that they can easily move between languages depending on the context.

Literacy

Further, there has been a third shift, which is seen in the understanding of what it means to be literate in today's world. This new understanding defines literacy as a construct that is constantly changing and that requires flexibility and adaptability (Bellanca & Brandt, 2010). Literacy in this new sense includes multimodal and digital literacy (Avila & Pandya, 2012; Gee, 2007; Kress & Bezemer, 2015; Roswell, 2013) as well as critical literacy (Pandya & Avila, 2013) that requires students to analyze information from varied, multicultural perspectives (Yoon & Sharif, 2015). These new understandings of second language acquisition and literacy must be incorporated into the discussions about what ESL teachers need to know in order to best support English learners within this new era of standards and constructs.

¹For purposes of this report, the term *content-area teacher* includes any teacher who is a teacher of record. This term includes secondary content-area teachers (e.g., teachers of mathematics, science, English language arts) as well as general education teachers at the elementary level.

Structure and Outcomes of the Convening

TESOL's 2015 convening was framed around four intended outcomes. These four outcomes guided the dialogue that took place during the convening, and they are used to frame the findings of the convening discussions. The four outcomes are:

- Description of what has changed for ESL educators with the implementation of the CCRS
- State of current professional preparation of ESL educators for the new context
- Vision for how professional preparation of ESL educators should change for the new context
- Recommendations for policy changes to support ESL educators in the new context

During the convening, participants were asked to discuss six questions aligned to the four convening outcomes in both large- and small-group settings. During the large-group discussions, as a way to highlight ESL teachers' expertise as professionals and to allow them a strong voice in the discussion, TESOL first encouraged ESL teachers and district administrators to discuss their experiences regarding changes to the ELT profession and the preparation needed to support English learners within the new context. Then, researchers, policymakers, members of institutions of higher education, and other participants were encouraged to react to the teachers' and administrators' comments and add their own perspectives.

The following questions were used to guide the discussion:

1. In what ways has your role changed during the past years in which the CCRS have been implemented?
2. In what ways have state, district, and/or school policies had an impact on how teachers instruct English learners?
3. What professional preparation has supported you in this new context?
4. What professional preparation would you have benefited from to prepare you for this new context?
5. What are your recommendations for changes that need to occur so that ESL educators are fully prepared to support English learners in this new context?
6. What recommendations do you have for policy changes that are needed to better support ESL educators in this context?

Findings

There is a greater move toward collaboration and co-teaching between ESL and content-area educators.

As schools across the U.S. have implemented the CCRS, the issues raised during the first convening in 2013 are now seen as more pronounced. What was largely discussed theoretically in 2013 as states and districts were first implementing new content standards has now become a reality after several years of the standards' implementation and use.

For example, teachers—some of whom attended the original convening—described how the move toward co-teaching and collaboration first alluded to in 2013 was now more widespread. Thus, participants suggested more preparation and training was needed for content teachers, as well as training for ESL teachers to develop their leadership skills. While some districts are providing the support needed for co-teaching models to be successful, others have more work to do in order to effectively implement inclusive models. Participants described a need for greater training in effective co-teaching strategies, empirical research that supports co-teaching models, and more time allocated for collaborative planning between ESL and content teachers.

Participants also described a palpable change in the role of the ESL teacher since 2013. In many districts, ESL teachers are providing professional development and acting as coaches to peers in their school buildings. At the same time, content area teachers are showing an increased willingness to receive professional development in working with English learners. While these changes demonstrate a positive step toward ESL teachers being seen as resources and leaders in their schools, ESL teacher candidates reported graduating from teacher preparation programs without clear leadership skills. For example, some reported not knowing how to lead workshops or coach others. Because working with adults requires different skills than ESL teachers may have learned (as opposed to working with students), ESL teachers who serve as leaders by providing professional development and coaching to other teachers need to receive appropriate leadership training if they are to be expected to fulfill such responsibilities.

Participants described the need for ESL teachers to be included in all-school-based teams in order to build teacher capacity in working with English learners across disciplines. For example, participants suggested that ESL teachers should work consistently with special education teachers and content teachers in order to send a message that ESL is an important discipline and not an add-on subject or even an afterthought.

>>> From the division to the classroom level, ESOL educators are active members of content and grade-level collaborative teams (CTs). As such, they engage in instructional conversations, examine formative and summative assessment data, and assist in the creation of authentic tasks, all with the purpose of developing English learners' content understandings and English language proficiency in tandem. As part of the CT, ESOL teachers share English language development strategies to differentiate instruction and provide an appropriate integrated language and content instruction so that students can access the grade-level curriculum. At the division level, ESOL specialists are imbedded with project teams to ensure a curriculum that is responsive to English learners.

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Testing and accountability policies can create impractical circumstances—or even impediments—to effective teaching of English learners.

In discussing the ways state, district, and/or school policies have had an impact on how teachers instruct English learners, participants highlighted some of the many challenges associated with this new context. For example, participants expressed concern about English language proficiency (ELP) as well as content testing and testing timelines. They felt that the greater emphasis on testing has resulted in less time spent on instruction of English learners. In addition, the timing of assessments is an issue, since many students take English language proficiency and content assessments before they have had the time they need to sufficiently acquire new language and content. For example, a teacher in Virginia shared that the content assessment “window” concludes in February; for some ESL teachers that window is even shorter. Essentially, the content assessment would measure approximately half a year's progress. In addition to challenges with content assessments, some teachers reported not receiving annual English language proficiency assessment scores back in a timely enough manner to inform instruction and placement for the following school year. In order to address the challenge of ELP scores' timeliness, some districts are training teachers to use formative assessments that align to their state's English language development standards to provide ongoing data on English learners' progress in acquiring English.

There was also concern expressed regarding the connections between English learners' performance on content tests and teacher evaluation (Staehr Fenner, Kozik, & Cooper, 2015). By nature of their growing proficiency in English, English learners tend to perform lower on content tests than fluent students on content tests given in English (Fry, 2008). Still, most states' teacher evaluation systems are based in part upon students' test scores, as required by the U.S. Department of Education as part of its No Child Left Behind (NCLB)

waiver agreements. Teachers who work with English learners may find themselves penalized because of their students' test scores, since these teacher evaluation systems may be used as a "gotcha tool." Participants felt that the link between English learners' tendency toward lower content test scores and teacher evaluation was driving potential candidates away from the profession and was also having a demoralizing impact on teachers within the profession. They explained that student test scores should be part of a developmental process rather than a tool for measuring teacher performance. Although the *Every Student Succeeds Act* (ESSA), which was signed into law in December 2015 to replace NCLB, does not include requirements that states implement a teacher evaluation system that is based in large part on student test scores, it is unclear whether states will choose to roll back the teacher evaluation systems currently in place.

In addition to describing educational challenges, participants also highlighted some innovative and proactive strategies that districts are using to effectively support teachers and students within this new context. In order to have the flexibility to be innovative in ways described below, however, districts must first be in compliance in terms of educating their English learners.

>>> In Maryland, the Montgomery County Public Schools (MCPS) district is using some innovative strategies to support English learners' learning and achievement.

Changing Role of ESL Teacher

The changing role of the ESOL teacher is most evident at the elementary level, since secondary ESOL teachers continue to teach separate courses in academic English language development that are aligned to the WIDA English Language Development and Common Core State Standards. At the elementary level, however, the role of the ESOL teacher is acknowledged as the expert in academic English language development and elevated to one that has a critical role in the district's literacy plan.

Elementary ESOL teachers are seen as experts in academic English language development, and they use their expertise to support students learning English as a new language. MCPS recognizes the need for explicit teaching of vocabulary, syntax, and grammar of the academic contents and that each content has specialized language. There is also an expectation to ensure the teaching of elaborative academic language to enable English language learners to communicate complex ideas and abstract concepts. Academic English language development instruction occurs in a variety of ways, such as co-teaching and differentiated small group instruction. Co-planning and collaboration between elementary ESOL teachers and classroom teachers is the expectation across the district, regardless of the instructional model chosen by the school to deliver academic English language development instruction.

English Learners as Part of the MCPS Literacy Plan

Additionally, English learners have been intentionally incorporated into the MCPS Literacy Plan. All teachers are teachers of academic language and literacy and can build students' capacity in the four language and literacy domains (listening, speaking, reading, and writing). Language-rich, interactive instruction deepens students' reading comprehension of text. In order to provide effective academic language and literacy instruction, ESOL and classroom teachers plan together and use evidence-based practices to support the learning needs of English language learners. ESOL teachers support students' literacy goals by providing language instruction through text. ESOL and classroom teachers collaboratively analyze multiple, varied data sources in order to plan, deliver, and monitor instruction to support decoding and reading comprehension (e.g., running reading records, English Language proficiency data, ESOL formative data, student work samples, anecdotal records, etc.). ESOL teachers collaborate with classroom teachers through various venues, such as weekly collaborative planning meetings, professional learning communities, quarterly curriculum studies, and team data analysis.

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Preservice educator preparation programs do not always adequately prepare teachers for the realities of today's classroom that includes English learners

When asked about ways that their professional preparation supported them in this new context, participants described the overwhelming benefit of forming partnerships between universities and school districts. Such a partnership can provide preservice as well as new ESL teachers with skilled mentors and build connections between preservice teachers and school districts.

Participants also stressed the importance of field experience and student teaching while working toward licensure in ESL and described a continuum of experiences for future ESL teachers. On one end of the spectrum, one educator noted that she benefited from one full year of student teaching in ESL in a school, which she described as the most valuable component of her preservice training. Despite the fact that these experiences are often considered the most valuable component of teacher education programs, some programs do not have such a component. For example, some "career switcher" teacher education programs may not provide preservice teachers with the valuable in-the-school experience that they need to develop their teaching skills. Along those lines, some educators noted that some states require an add-on licensure test in ESL without the provision of any supporting coursework or student teaching experiences with ELs when teachers complete an add-on licensure or endorsement. Educators expressed concern that both "career switcher" programs

and granting teachers licensure in ESL after they pass a content test do not fully prepare ESL teachers for today's complexities.

In addition, participants described a gap between how preservice teachers are being prepared for teaching and what is actually happening in the classroom. It was mentioned that teacher preparation programs are not doing a sufficient job in preparing teachers to respond to ongoing changes in the field of education or move too slowly in light of changes at the K-12 level. Participants described the importance of ESL teachers having both knowledge about and skills in working with English learners. Preservice teachers may enter the field with knowledge about second language acquisition and pedagogy but may not have had the opportunity to apply what they know in actually working with English learners, which can only be gained during student teaching and on-the-job experience. Participants shared that this lack of hands-on experience results in some ESL teachers being underprepared to meet the needs of English learners in this era of standards-based instruction. In addition to teacher preparation programs not having consistent on-the-job training, the required coursework itself varies tremendously in universities across the country.

Participants also described the benefit of receiving professional development related to CCRS and supporting students in this new era of standards. They described teachers feeling confused when the standards were released about how to work with the standards and best support students in meeting the standards. In Maryland, the state provided a conference on CCRS for graduate students and opened it up to teachers as well.



Recommendations

Preparation for ESL educators needs to incorporate knowledge of college- and career-readiness standards and the role that ESL educators play in helping their students achieve them.

As all states have adopted college- and career-readiness standards, ESL educators need to come to the classroom with an understanding of the relationship between these standards and English language proficiency (ELP)/English language development (ELD) standards and their role in helping English learners achieve both sets of standards. This understanding should include not only familiarity of the college- and career-readiness standards being used in their state, but also training on strategies and tactics they can use to work with their peers in other content areas in meeting the needs of English learners in their school. Far too often, ESL educators are not invited to the table when discussing issues around implementation of CCRS, so their preparation and professional development should equip ESL educators with the knowledge, skills, and strategies to ensure that they are part of those discussions.

>>> Prince George's County Public Schools in Maryland provides mentor teachers for all new ESOL teachers in the district. Whether teachers are new to the county or are veteran teachers of the district but new to teaching in the ESOL program, they are assigned a mentor. ESOL mentors provide the support needed to access core resources of the department as well as serve as a guide for navigating the school system. In addition to providing feedback and support in lesson planning and language based instructional strategies, mentors conduct quarterly workshops specifically for new teachers based on the cohorts' individual needs. This year the secondary team has expanded these workshops to second-year ESOL teachers to expand the support provided during the first year.

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Support and preparation for effective collaboration needs to be included both at the preservice and inservice level.

Participants described a need for deeper collaboration at the school level. They suggested that content teachers and ESL teachers would benefit from preservice training that placed them in the other's classroom (i.e., a content teacher placed in an ESL classroom for a period of time). Participants also mentioned preservice training that includes co-teaching would benefit teachers, allowing them to experience the successes and challenges of being in a

co-teaching environment. The move toward more inclusive co-teaching models makes this suggestion especially relevant.

All preservice preparation of educational leaders and administrators should include training on serving the needs of linguistically and culturally diverse students.

In line with the move toward more classrooms that are more inclusive of English learners, participants also described the need for principals and other administrators to receive training on methods for supporting English learners' academic achievement within the CCRS and on how to best support ESL teachers so that they are well-respected and well-utilized in their schools.

Participants also described a need for administrators to be better prepared to lead schools that have significant numbers of English learners. Frequently, educational leadership programs do not include information on supporting the learning and achievement of English learners. Therefore, participants suggested that educational leadership programs contain coursework and applications on supporting this growing population of students.

Preservice preparation of ESL educators should include more aspects of leadership development.

Participants highlighted the need for content and ESL teachers who were providing professional development to their peers to learn how to coach and facilitate adult learning. While teachers are trained in working with students, they might not be prepared in working with adults on a professional basis. Increasingly, ESL teachers are being sought after as professional development providers for peers in their school buildings. As such, ESL teachers need to be trained to facilitate effective coaching conversations, especially when they are now called on to be experts, advocates, and consultants in their new roles within the CCRS-based framework (TESOL, 2013). Teacher candidates do not tend to graduate from teacher preparation programs being able to lead staff development and are not expecting to conduct workshops and coach others.

In addition, in light of their shift to needing to serve as advocates for English learners, participants explained that ESL teachers needed to learn how to become advocates for students, families, and themselves as ESL teachers. Along those lines, ESL teachers need to be prepared how to thoughtfully insert themselves in policy and practice conversations that involve English learners. Because these skills are closely linked to leadership, ESL teachers need professional development in leadership training in general to support their new roles.

Preservice preparation programs for ESL educators should develop critical thinking skills in addition to providing a strong foundation in the theory and practice of TESOL.

In order to respond to changes in the field, participants said that preservice teachers need to have enhanced critical thinking skills even more than training in specific content. In this way, as new educational theories and research emerge and change, teachers will be able to draw from their skills in critical thinking to adapt their teaching accordingly. In the field of TESOL, the changing theories regarding second language acquisition is one example of new research that will require such critical thinking. Furthermore, participants noted that if ESL teachers go on to become administrators, the ability to think critically is crucial.

Preservice preparation programs for ESL educators should provide information and experience on working with diverse student populations with specialized needs.

Participants also highlighted that ESL teachers need training and experience working with different English learner populations with specific needs, such as students with interrupted formal education, dually identified English learners, long-term English learners, and English learners living in poverty. For example, secondary teachers do not tend to have training in teaching reading, which can be a challenge when working with secondary-age students who still need to develop literacy skills because of interrupted formal education. Several of the participants cited the value of field training and experience in helping to adequately prepare them for the realities of the classroom. As population shifts continue, and school populations growing increasingly diverse, ESL teachers need to come to the classroom with knowledge and experience of working with different types of student populations.

In addition, participants cited the need for continual professional development. Specifically, participants described the need for a distinction between preservice training, early career training, and ongoing training. Because of high rates of teacher turnover and the constant changes in student populations, all participants agreed that professional development and training needs to be ongoing in order for teachers to effectively serve their students.

Clearer guidance and leadership at the federal level is needed in terms of EL education.

Participants felt that there should be more federal guidelines in defining who is an English learner, in providing exit criteria, in describing what constitutes ESL services, in describing instructional models that are deemed best practices, and in determining appropriate staffing. Participants also felt that there should be more federally funded professional development to support districts that cannot afford professional development on their own.

Since the time of the convening, ESSA has been passed to replace NCLB, thus shifting much

of the accountability to states. Although the federal role in education accountability will be reduced, the U.S. Department of Education still can and should play a leadership role in offering guidance to states on effective policies and best practices of EL education.

Moreover, in order to respond to the shortage of teachers in general and ESL and bilingual specialists in particular, participants suggested that trained specialists be given some kind of financial support or incentives such as tax benefits to enter and continue to work in the field of EL education. For example, one urban teacher noted that she was not able to live in the district in which she teaches because of her low salary and the high cost of living in that district. She suggested that teachers could benefit from state-subsidized housing to be able to live in and be a part of students' communities. Participants also brought up student loan relief as another possible incentive to encourage the training of ESL teachers.

In addition to receiving compensation or benefits for teaching, ESL teachers would also benefit from ESL being recognized as a core academic subject. The Highly Qualified Teacher (HQT) initiative implemented under NCLB required states to ensure that all teachers in "core academic subjects" met certain requirements in terms of subject matter expertise. ESL was not identified as a core academic subject within the legislation, which unfortunately furthered the misconception that ESL instruction was not a unique academic discipline or that ESL instruction was simply a remedial subject. Although the HQT initiative was not continued under ESSA, and states are no longer required to fulfill this mandate, ESL educators—and the specialized training and education they receive—often remain largely unrecognized as qualified experts by policymakers, states, districts, and even other teachers.

Testing and accountability policies should take into account the practicalities of instructional time.

Participants also described the need to re-think testing for English learners, the amount of time that is being spent on testing these students, and how assessment data is being used for them. The purpose of assessment for English learners should be to ensure that teachers have the information they need about the students with whom they work in order to develop appropriate instruction. Formative assessment is one way to provide instantaneous ongoing data to teachers that they can use in planning for instruction of English learners. Formative assessment should not take time from classroom instruction but rather be integrated into instructional routines. It can also be used to foster student involvement in their own learning and acquisition of English through the use of student-friendly rubrics and checklists.

There needs to be greater consistency, parity, and transferability regarding credentialing for ESL educators.

Participants had some specific recommendations regarding teacher certification policies. They felt that all teachers should be required to have training in EL teaching. Accordingly, *TESOL's Position Statement on Teacher Credentialing for Teachers of English of Other Language in Primary and Secondary Schools (2007)* specifies that it is critical that all English learners

“receive instruction from educators who have received specialized education qualifying them as ESL/EAL/EFL educators” (p. 1), and that these educators can apply their knowledge in such areas as linguistics, second language acquisition, language pedagogy and methodology, literacy, and cross-cultural communication to their instruction.

Participants also felt that there needs to be consistency in licensing requirements across states, including preservice requirements. Such consistency would support licensure reciprocity among states. Also, some participants recommended that ESL certification should be differentiated between K–6th grade and 7th–12th grade instead of a K–12 certification. They felt that this distinction might draw more people into the field.

Participants had policy recommendations specific to supporting high school English learners. They recommended providing more vocational tracks with embedded linguistic supports for English learners who are not interested in college, inviting community college programs into the high schools for 2-year programs, and providing incentives to local businesses that can provide additional training to English learners who are career focused, not college focused. For older high school students (ages 18–21), participants recommended finding less punitive ways to enroll them and offering transitional models “from student to adult.”

Participants described a need for schools to partner with communities to provided services to English learners and their families. Such services would include connecting English learners and their families to county and state resources. Bilingual liaisons working in the schools can support such community and family partnerships.



Conclusion

The rich discussions that took place during the 2015 convening built upon conversations during the 2013 convening and supported points from the 2014 Kibler, Valdes, and Walqui paper. The 2015 convening highlighted the ongoing shifts in teacher education and inservice support that must occur in order for English learners to access CCRS. When moving forward, TESOL will ensure that the participants' suggestions are strongly considered during the revision of its professional teaching standards. For example, TESOL will explore the notion of a tighter focus on leadership development for ESL teachers within the revised standards so that they can serve as experts, advocates, and consultants as called for during the 2013 meeting and reaffirmed in 2015. In addition, TESOL will work to shed more light on the needs of unique populations of English learners, such as students with interrupted formal education. TESOL will also contemplate how to embed more of an emphasis on effective collaboration between ESL and content teachers in the standards, specifically in light of the complexities of the CCRS and the level of collaboration they call for. Further, TESOL will examine developing resources targeted at administrators so that these crucial stakeholders are better prepared to support increased collaboration between ESL and content teachers. Last, once the standards are revised, TESOL will consider wider outreach and distribution of the revised standards so that educational leaders and administrators are more aware of the needs of linguistically and culturally diverse students.

TESOL recognizes the need to thoughtfully build upon participants' suggestions when revising the professional standards to ensure that inservice training provides content and ESL teachers with the skills they need to effectively teach all English learners. Content teachers must receive training in working with English learners and also in how to co-teach with ESL teachers. Administrators need training as well to create welcoming climates for English learners and understand the strengths and needs of the diverse population. They must be supported to create a space in which collaboration can occur so that ESL teachers can fulfill their roles as experts, advocates, and consultants.

While there continues to be a need for advocacy and leadership on these issues at the federal level, the passage of ESSA and the attendant shift in accountability to states will require a shift in focus in how these issues are addressed. Now more than ever, state and local leaders will need to examine their policies and practice and advocate for changes to effectively address the needs of English learners—and the role of ESL teachers. Moreover, the dialogue needs to include all stakeholders at the state and local level, including policymakers, district officials, ESL teachers, parents and community groups, and other local stakeholders. Most important, teacher education programs need to be involved in the conversation and to take steps to ensure that their ESL teacher candidates are fully prepared to address the issues and challenges not only in today's classroom, but tomorrow's classroom as well.

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Appendix A. TESOL Convening Agenda

A TESOL International Association Convening:
The Preparation of the ESL Educator in the Era of College- and Career-Readiness Standards

16 September 2015, 10:30 am–4:00 pm		
Time	Activity	Presenter/Facilitator
10:30 am–11:00 am	TESOL introduction & participant introductions	John Segota
11:00 am–12:00 pm	Presentation: Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards	Amanda Kibler
12:00 pm–1:00pm	Lunch provided – sandwiches & salads from Panera	
1:00 pm–2:00pm	Large group discussion	John Segota & Diane Staehr Fenner
2:00 pm–3:00 pm	Small group discussions	
3:00 pm–3:15 pm	Break	
3:15 pm–4:00 pm	Debrief	John Segota & Diane Staehr Fenner

Presenter/Facilitators

John Segota, Associate Executive Director, TESOL International Association

Amanda Kibler, Assistant Professor, English Education, University of Virginia

Diane Staehr Fenner, President, DSF Consulting

Outcomes

- Description of what has changed for ESL educators with the implementation of the CCRS
- State of current professional preparation of ESL educators for the new context
- Vision for how professional preparation of ESL educators should change for the new context
- Recommendations for policy changes to support ESL educators in the new context

Appendix B. TESOL Convening Participants

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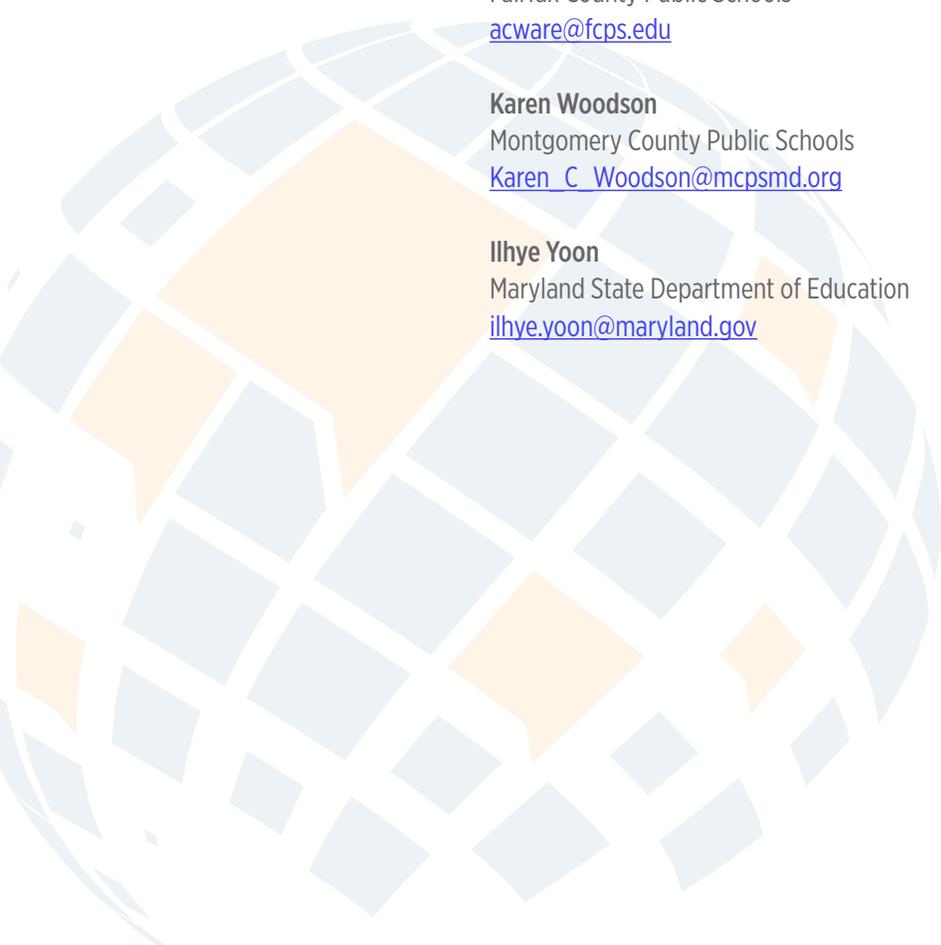
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Appendix C. About TESOL

TESOL International Association (TESOL) (www.tesol.org) is an international membership association founded in 1966 for English language teachers, researchers, administrators, and policy makers. TESOL's mission is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide. Headquartered in Alexandria, Virginia, TESOL encompasses a network of approximately 60,000 educators worldwide, consisting of more than 12,000 individual members and an additional 45,000 educators within more than 100 TESOL affiliate associations. Through professional interest sections, professional development programs, publications, and advocacy efforts, TESOL enables thousands of educators, researchers, and administrators worldwide to become more effective and knowledgeable, and to have a voice in shaping policies that affect their work.

As the largest organization focused exclusively on English language teaching for speakers of other languages, TESOL annually hosts more than 6,500 people from across the United States and around the world at its international convention, regarded as the foremost professional development opportunity for English language educators worldwide. Educators at all levels attend to find a productive exchange of ideas and information and to feel the embrace of a dynamic professional community.

Representing a multifaceted academic discipline and profession, TESOL offers members serial publications, books, and electronic resources on current issues, ideas, and opportunities in the field of English language teaching. In addition to an annual convention, TESOL also conducts a variety of workshops and symposia.

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