**Portfolio for ESL and ESL/Bilingual-Bicultural Education Licensure**

**for Post-Baccalaureate Students and Graduate Students**

**University of Wisconsin – Whitewater**

**Program in English as a Second Language and Bilingual Education**

**Revised 10/13/14**

The Portfolio should be, in large measure, a reflection on your professional development and your experience working with English language learners/bilingual learners. It must be completed by post-baccalaureate students and graduate students who are already licensed teachers and are adding on licensure in either ESL or ESL/Bilingual Education. Refer to the **Licensure Program Guidelines** (see below) for English as a Second Language (395) and for Bilingual Education (023) in developing your reflection. Include the following in your portfolio:

1. **Philosophy of Education Essay**: An introductory essay in which you describe your philosophy of education. Within the essay, identify and describe 3-4 principles that guide your teaching with bilingual learners, either with English proficient learners together in a class or with bilingual learners alone. Explain why these principles are important to you and describe how the process of working toward your new license has helped you to grow as a professional. Whenever relevant, refer to the Licensure Program Guidelines (below) in your essay. While there is no set limit on length, aim for 3-4 pp., typed double-spaced, with numbered pages and 1-inch margins for your philosophy of education essay.
2. **Narrative with Artifacts:** Consider how you have improved your teaching competence while pursuing your license. Choose **three standards** from the Licensure Program Guidelines that you feel speak most significantly to your professional development. Choose from Standards 1-5 for ESL or from 1-7 for ESL/BE licensure, with either Standard 6 or 7 as one of the three. In a narrative, **describe how you have developed in the area(s) covered by the standard** and include examples from your own work as a teacher to demonstrate your growing competence on the standard. **For each selected standard, include at least one example or artifact.** These artifacts may include university course assignments, your students’ work, teaching observations and evaluations, commendations, or other artifacts from your work experience. As part of the narrative, briefly describe each artifact and the context in which it was used so that the reader clearly understands its connection to the standard. While there is no set limit on length, aim for at least two pages per standard (typed double-spaced with numbered pages and 1-inch margins), excluding artifacts. Include artifacts at the end in an Appendix. Clearly label the standard and the artifact number in the Appendix, e.g., Standard 3: Curriculum, Instruction and Assessment – Artifact 1.
3. **Electronic Submission:** Submit the portfolio electronically to the Department of Curriculum & Instruction Office (WH 3032, CIOffice@uww.edu) at UW‐Whitewater, where it will be evaluated by faculty members in the ESL/Bilingual Education Program as part of the process of recommending you for licensure. For ESL or ESL/Bilingual Education portfolios submitted in the summer, allow at least one month for review. For portfolios submitted during the academic year, allow at least two weeks.

**Licensure Program Guidelines for Wisconsin Institutions of Higher Education and Alternative Programs** [**http://tepdl.dpi.wi.gov/**](http://tepdl.dpi.wi.gov/)

**English as a Second Language (395)**

**The English As A Second Language teacher will demonstrate knowledge of and skills in:**

1. Language Competence in English:

Teachers possess a high degree of fluency in English, show understanding of the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.

1. Developmental, Social, Political, and Cultural Contexts:

Teachers of English language learners show understanding of the developmental, social, political, and cultural contexts of their students’ lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.

1. Curriculum, Instruction, and Assessment:

Teachers show understanding of effective curriculum, instruction, and assessment practices for English language learners, including strategies that promote the academic success of ELLs (e.g., cooperative learning, hands-on practice, opportunities for oral language development, integration of the four language skills, and strategic use of the native language), and possess knowledge of the content taught in schools.

1. The School Environment:

Teachers recognize the importance of situating language and academic support programs for English language learners within the context of the school and community to ensure their academic success.

1. Professional Development:

Teachers recognize the importance of becoming a reflective practitioner who regularly engages in professional development and shows evidence of participating in a professional organization for teachers of ELLs/emerging bilinguals or attending a professional conference related to the fields of ESL or Bilingual Education.

**Bilingual-Bicultural Education (023)**

**The Bilingual-Bicultural teacher will additionally demonstrate knowledge of and skills in:**

1. Linguistic and Cultural Proficiency in a language other than English:

Teachers show an advanced level of proficiency in the language of the students (emerging bilingual learners), including knowledge of academic literacy in that language, and teachers demonstrate deep understanding of the home culture of the students learned through intensive experiences in the culture.

1. Bilingual Pedagogy

Teachers show an understanding of different models of bilingual instruction, including dual language instruction, and teachers demonstrate an understanding of research-based practices in bilingual curriculum design, instructional practice, and assessment.