OSSE English Learner Standards

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE English Learner standards adapted from the [Teachers of English to Speakers of Other Languages (TESOL)](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state English learner subject area program review. In completing this form, the EPP should describe how its English learner program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE English learner program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title, and contact information (email and phone number in the box below)
Submission date (in the box below)	

EPP Notification: OSSE will notify the EPP of its state approval status within 60 calendar days of the subject area program review.

OSSE Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE English learner standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours	Reviewer Rating
	EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.			-Meets or exceeds the standard
	Reviewer: Please use the space highlighted in blue to document all notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.			-Partially meets the standard -Does not meet the standard
Standard 1: Knowledge about Language - Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.				
Component 1.A. - Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 1.B. - Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 1.C. - Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate	*EPP*			

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and monitor ELLs' language learning in English.	*Reviewer Notes*			*Reviewer Rating*
Component 1.D. - Candidates apply knowledge of English academic language functions, learning domains, content- specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 1				*Overall Reviewer Rating*
Standard 2. ELLs in the Sociocultural Context - Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.				
Component 2.A. - Candidates demonstrate knowledge of how dynamic academic, personal, familial,	*EPP*			

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cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.	*Reviewer Notes*			*Reviewer Rating*
Component 2.B. - Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 2.C. - Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 2.D. - Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use,	*EPP*			
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literacy practices, circumstances) to develop effective instructional practices.					
Component 2.E. - Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Overall reviewer notes for Standard 2					*Overall Reviewer Rating*
Standard 3. Planning and Implementing Instruction - Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs					
Component 3.A. - Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning.	*EPP*				

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Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.	*Reviewer Notes*			*Reviewer Rating*
Component 3.B. - Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 3.C. - Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 3.D. - Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 3.E. - Candidates use and adapt relevant materials and	*EPP*			

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resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.	*Reviewer Notes*			*Reviewer Rating*
Overall reviewer notes for Standard 3				*Overall Reviewer Rating*
Standard 4: Assessment and Evaluation - Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.				
Component 4.A. - Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.	*EPP*			
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Component 4.B. - Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Component 4.C. - Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Component 4.D. - Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Overall reviewer notes for Standard 4					*Overall Reviewer Rating*

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Standard 5: Professionalism and Leadership - Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.				
Component 5.A. - Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 5.B. - Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 5.C. - Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.	*EPP*			
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Component 5.D. - Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 5				*Overall Reviewer Rating*
Overall OSSE EL Standards Reviewer Notes				*Overall OSSE EL Standards Reviewer Rating*