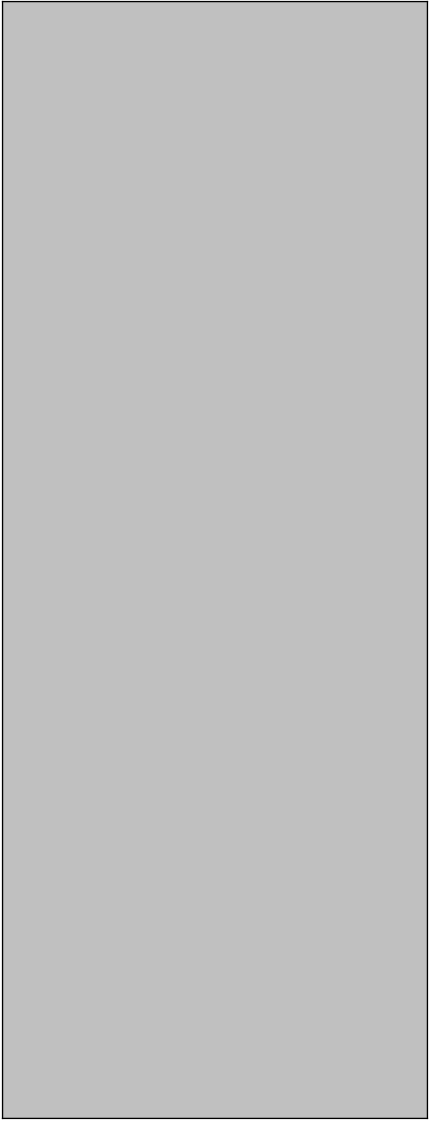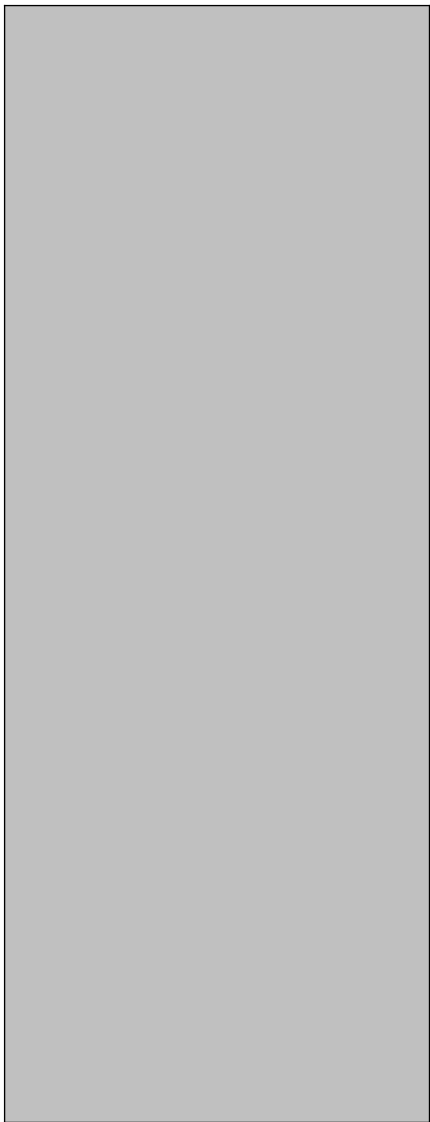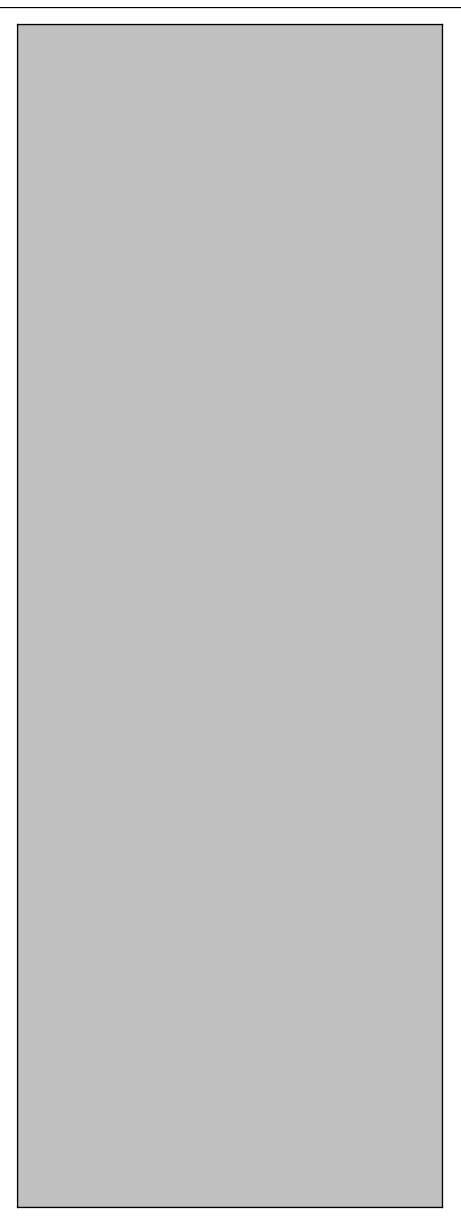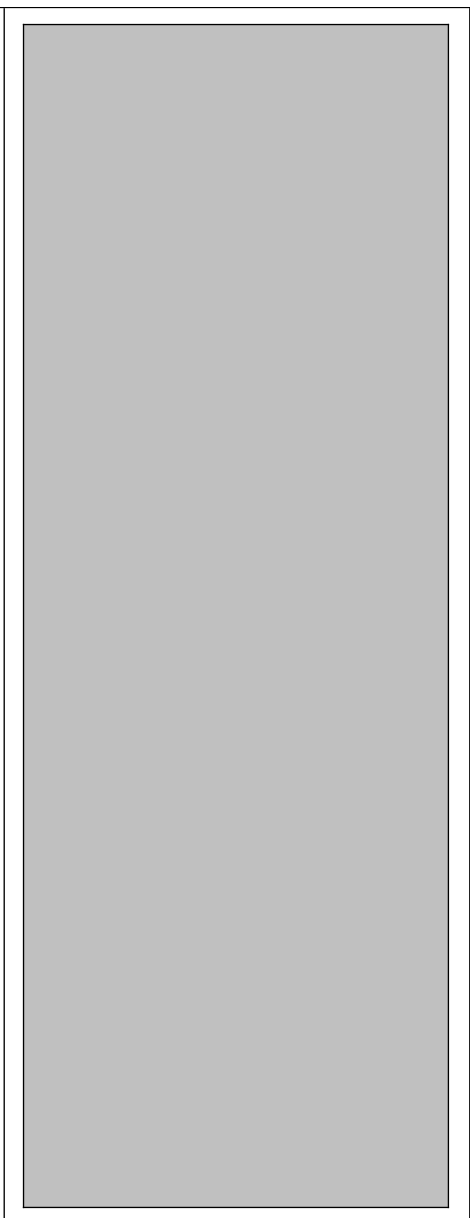**English as a Second Language**

Institutions and Organizations seeking State Approval for programs which prepare and result in the recommendation of candidates for licensure as teachers of English as a Second Language shall be required to demonstrate that their programs meet the following standards. The Standards below are an adapted version of the 2001 standards of Teachers of English to Speakers of Other Languages (TESOL), for the preparation of teachers of English as a Second Language.

Standard 1: Language Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.			
Elements	Indicators	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	Candidates: • Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English. • Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English. • Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English. • Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide		

	range of vocabulary in English. • Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language, and in formal and informal settings. • Demonstrate ability to help ESOL students develop social and academic language skills in English. • Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English. • Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire. • Locate and use linguistic resources to learn about the structure of English and of students' home languages. • Demonstrate proficiency in English and serve as a good language model for ESOL students.		

| **Standard 1.b. Language acquisition and development.**

Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. | Candidates:

• Provide rich exposure to English.
• Provide comprehensible input and scaffolding.
• Provide opportunities for meaningful interaction.
• Create a secure, positive, and motivating learning environment.
• Understand and apply current theories and research in language and literacy development.
• Recognize and build on the processes and stages of English language and literacy development.
• Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.
• Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.
• Understand and apply knowledge of the role of individual learner variables in the process of learning English.
• Provide appropriate instruction | | |

	and feedback. • Help ESOL students to communicate in socially and culturally appropriate ways. • Help ESOL students develop academic language proficiency. • Help ESOL students develop effective language learning strategies.		

Standard 2: Culture
Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.	Candidates: • Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL. • Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning. • Understand and apply knowledge about home/school communication to enhance ESL teaching and build		

	partnerships with ESOL families. • Understand and apply concepts about the interrelationship between language and culture.		
Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.	Candidates: • Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction. • Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students. • Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning. • Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and		

teaching ESL. • Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.	

Standard 3: Planning, Implementing, and Managing Instruction
Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Description	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content	Candidates: • Plan standards-based ESL and content instruction. • Create environments that promote standards based language learning in supportive, accepting classrooms and schools. • Plan students' learning experiences based on assessment of language proficiency and prior knowledge. • Provide for particular needs of students with limited formal		

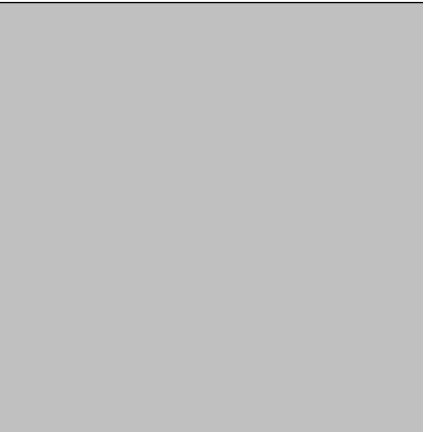| curriculum.	schooling (LFS) in their L1.		
Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.	Candidates: • Organize learning around standards-based subject matter and language learning objectives. • Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. • Provide activities and materials that integrate listening, speaking, reading, and writing. • Develop students' listening skills for a variety of academic and social purposes. • Develop students' speaking skills for a variety of academic and social purposes. • Provide standards based		

	instruction that builds upon students' oral English to support learning to read and write. • Provide standards based reading instruction adapted to ESOL learners. • Provide standards based writing instruction adapted to ESOL learners. • Develop students' writing through a range of activities, from sentence formation to expository writing.		
Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	Candidates: • Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. • Select materials and other resources that are appropriate to students' developing language and content area abilities, including appropriate use of L1. • Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia. • Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related		

	devices). • Use software and Internet resources effectively in ESL and content instruction.		

Standard 4: Assessment
Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.	Candidates: • Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately. • Demonstrate an understanding of the quality indicators of assessment instruments. • Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students. • Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.		
Standard 4.b. Language Proficiency Assessment.	Candidates: • Understand and implement		

Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	national and state requirements for identification, reclassification, and exit of ESOL students from language support programs. • Understand, develop, and use norm referenced assessments appropriately with ESOL learners. • Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners. • Understand, construct, and use assessment measures for a variety of purposes for ESOL students. • Assess ESOL learners' language skills and communicative competence using multiple sources of information.		
Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.	Candidates: • Use performance based assessment tools and tasks that measure ESOL learners' progress toward state and national standards. • Use various instruments and techniques to assess • Content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.		

	• Prepare ESOL students to use self- and peer-assessment techniques when appropriate.		

Standard 5: Professionalism
Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

Description	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	Candidates: • Demonstrate knowledge of language teaching methods in their historical contexts. • Demonstrate knowledge of the evolution of laws and policy in the ESL profession.		
Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	Candidates: • Advocate and serve as language and education resources for students and families in their schools and communities. • Serve as professional resource personnel in their educational communities.		

	• Advocate for ESOL students' access to all available academic resources, including instructional technology.		
Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.	Candidates: • Establish professional goals and pursue opportunities to grow in the field of ESL. • Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school. • Engage in collaborative teaching in general education and content-area classrooms. • Model academic proficiency in the English language.		