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## District of Columbia Program Standards for Teacher Preparation

### 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.

#### **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.

#### **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.

#### **Standard 4 – Assessment.**

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

#### **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.