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 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.

1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.

1 = Candidates understand elements of phonology and recognize stages of phonological development in ESOL learners. Candidates recognize and can describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students. Candidates understand the nature and importance of phonemic awareness and of sound-symbol correspondence with respect to early literacy development.

2 = Candidates apply knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how ESOL students’ L1 and identity may affect their English pronunciation. Candidates develop contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills. Candidates incorporate a variety of instructional techniques to assist ESOL students in developing phonemic awareness as well as other reading skills.

3 = Candidates help ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology.

1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students’ development of oral and literacy skills in English.

1 = Candidates understand how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. Candidates recognize and can describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students. Candidates understand the role of morphological cueing systems and cognates in reading and writing.

2 = Candidates apply knowledge of developmental and contrastive morphology to facilitate ESOL students’ acquisition of English oral and literacy skills. Candidates design contextualized activities to provide input and practice of patterns of English word formation.

3 = Candidates assist ESOL students in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon.

1.a.3. Apply knowledge of syntax (phrase and sentence structure) to assist ESOL students in developing written and spoken English.

1 = Candidates understand that sentences are composed of ordered sets of words and that the components and order of these sets are rule governed and help determine meaning. Candidates identify the major syntactic structures of English. Candidates recognize stages of syntactic development among ESOL learners. Candidates identify basic aspects of English syntax and can explain how these are similar to and
different from syntactic structures of languages commonly spoken by their students.

2 = Candidates design contextualized instruction to help ESOL students understand, notice, use, acquire, and practice English syntactic structures. Candidates draw on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students’ ability to use English syntactic structures. Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.

3 = Candidates help ESOL students develop effective strategies to monitor their own syntactic structures in spoken and written form.

1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.

1 = Candidates understand the system of semantics and have reasonable expectations for ESOL students’ semantic and lexical development. Candidates recognize differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas. Candidates understand how cognates and false cognates, idioms, and other nonliteral expressions can affect ESOL students’ understanding and acquisition of spoken and written English.

2 = Candidates apply knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. Candidates design instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language. Candidates provide ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.

3 = Candidates help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form.

1.a.5. 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.

1 = Candidates recognize language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial expressions), slang, colloquial expressions, humor, text style, and organization. Candidates understand these pragmatic variations with respect to spoken and written contexts.

2 = Candidates help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback. Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.

3 = Candidates help ESOL students develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes.

1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.

1 = Candidates distinguish language (e.g., vocabulary, grammar, and discourse structures) marking social versus academic discourse in written and spoken language. Candidates understand and respect different cultural norms for the use of academic and social behavior.

2 = Candidates explain specific examples of social and academic language, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts. Candidates design contextualized instructional activities using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.
3 = Candidates help ESOL students monitor their own social and academic language and help them
develop effective strategies for using spoken and written language independently.

1.a.7. Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse
structures, and writing conventions in English.

1 = Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and
spoken English. Candidates understand that rhetorical and discourse structures and conventions vary across
languages, and can identify important ways in which the languages commonly spoken by their ESOL
students differ from English. Candidates understand why English spelling is difficult for ESOL students,
noting that differences in orthographies exist in terms of character to phoneme, grapheme to
meaning/pronunciation, and character to syllable representation. Candidates understand the role of various
cueing systems in literacy (e.g., letter shape, word, phrase, sentence context, and story structure).

2 = Candidates identify current standards of writing mechanics in English and can explain to ESOL
students how their L1 may affect their use of these mechanics. Candidates design contextualized activities
that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling,
punctuation, capitalization, and text organization in English. Candidates understand the impact that learning
a new orthography and writing conventions have on ESOL students’ progress in learning how to read and
write in English and assist students as appropriate.

3 = Candidates help ESOL students develop strategies to monitor their own use of English genres,
discourse structures, and writing conventions.

1.a.8. 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.

1 = Candidates understand the nature and role of dialect variation.

2 = Candidates build on English dialects that ESOL students bring to the classroom to help them extend
their linguistic repertoire in English.

3 = Candidates help ESOL students develop metalinguistic awareness and the ability to use language
purposefully and creatively.

1.a.9. Locate and use linguistic resources to learn about the structure of English and of students’ home
languages.

1 = Candidates understand that resources describing linguistic features of English and of their students’
languages exist and are available in print and electronic media.

2 = Candidates locate and use resources that describe the specific linguistic traits of English and of their
ESOL students’ home languages.

3 = Candidates help ESOL students locate resources that describe linguistic elements of English, and help
these students apply this information to their learning.

1.a.10. Demonstrate proficiency in English and serve as a good language model for ESOL students.

1 = Candidates demonstrate proficiency in most aspects of English.

2 = Candidates demonstrate proficiency in oral and written, and social and academic English, and serve as
good language models for ESOL students.

3 = Candidates serve as good English and home language models 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.

1.b.1. Provide rich exposure to English.

1 = Candidates attempt to ask a range of question types of ESOL students. Candidates read to students and display materials that develop concepts and vocabulary and reinforce ESOL student language learning.

2 = Candidates serve as good language models of English and provide many different types of English language experiences in the classroom. Candidates provide a text-rich environment and display ESOL student-related and created text at every opportunity.

3 = Candidates establish and maintain an inquiry-based classroom, where ESOL students are provided with rich models of oral and print language and are encouraged to experiment with and extend their use of English.

1.b.2. Provide comprehensible input and scaffolding.

1 = Candidates establish classroom routines. Candidates occasionally provide nonlinguistic context to aid comprehension. Candidates make limited attempts to modify language use for ESOL students’ comprehension.

2 = Candidates establish a range of predictable classroom routines. Candidates regularly provide nonlinguistic contexts, such as visuals, gestures, demonstrations, and hands-on experience. Candidates provide linguistic support, such as increased wait time, repetition, paraphrase, and comprehension checks, as well as restricted use of asides, slang, and idiomatic expressions.

3 = Candidates teach strategies that ESOL students can use for understanding input. Candidates encourage and provide frequent opportunities for ESOL students to monitor their own comprehension.

1.b.3. Provide opportunities for meaningful interaction.

1 = Candidates allow limited opportunities for ESOL student interaction.

2 = Candidates structure regular pair and cooperative group activities to allow ESOL students to practice using language to negotiate meaning.

3 = Candidates provide multiple opportunities for all students to engage in instructional conversations, in which ESOL students regularly learn through interactions with the teacher and among themselves.

1.b.4. Create a secure, positive, and motivating learning environment.

1 = Candidates establish a generally positive learning environment. Candidates take steps to reduce ESOL learners’ initial anxiety.

2 = Candidates establish and maintain a warm and positive environment in which ESOL students are actively involved and encouraged to take chances, make mistakes, and extend their learning. Candidates provide all students with opportunities to succeed and build self-esteem. Candidates use materials that relate to all students’ lives inside and outside the classroom.

3 = Candidates establish a community of learners in which all members (including the teacher) are considered part of the learning process and must take chances and make mistakes in order to learn. Candidates build the curriculum around all students’ interests. Candidates vary their instruction to suit different learners’ needs. Candidates involve students’ families and communities.
1.b.5. Understand and apply current theories and research in language and literacy development.

1 = Candidates understand some aspects of language and literacy development.

2 = Candidates understand and apply their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice, and focused feedback opportunities for ESOL learners.

3 = Candidates use their understanding of language and literacy development theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.

1.b.6. Recognize and build on the processes and stages of English language and literacy development.

1 = Candidates acknowledge differences among ESOL students’ language and literacy development.

2 = Candidates assess and build on ESOL students’ learning processes and stages of L2 development, providing sufficient language input, feedback, and opportunities to use and extend the new language. Candidates vary the types of questions, activities, and assessments so that ESOL learners at different levels of language and literacy development are able to participate meaningfully in instruction. Candidates integrate instruction in oral language and literacy skills, reflecting the interdependent nature of language and literacy development.

3 = Candidates carefully monitor and plan language and content-area instruction for ESOL students based on each student’s individual stage of interlanguage development. Candidates encourage ESOL students to accept responsibility for and take ownership of their learning. Candidates reflect on the conditions and processes of language teaching and learning, and conduct action research in their own classrooms.

1.b.7. Recognize the importance of ESOL students’ home languages and language varieties and build on these skills as a foundation for learning English.

1 = Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class.

2 = Candidates understand the importance of ESOL students’ home language and encourage families to use their strongest language with their children at home. Whenever possible, candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.

3 = Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class. Candidates use the home language in the classroom to support literacy and content learning.

1.b.8. Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.

1 = Candidates acknowledge the sociocultural and political variables within a community of ESOL learners.

2 = Candidates understand the complex social and political nature of learning an L2 in school. Candidates apply knowledge of sociocultural and political variables to inform instruction and improve communication with ESOL students and their families.

3 = Candidates understand ESOL students’ and their families’ hopes and expectations for their life in the United States and show empathy for their ESOL learners’ current home situations and past immigration experiences. Candidates serve as advocates for their ESOL students in and out of school.
1.b.9. Understand and apply knowledge of the role of individual learner variables in the process of learning English.

1 = Candidates recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).

2 = Candidates know their ESOL students and understand that individual variables can have important effects on the process and level of L2 learning. Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. Candidates vary their teaching style to accommodate students’ different learning styles.

3 = Candidates use their understanding of learner variables to consistently provide individualized language- and content- learning goals and appropriate instructional environments for ESOL learners. Candidates assist ESOL students in monitoring their own learning.

1.b.10. Provide appropriate instruction and feedback.

1 = Candidates acknowledge and understand the nature of ESOL learner errors.

2 = Candidates understand and monitor patterns in ESOL student language errors and design instructional activities to meet learners’ needs at appropriate times. Candidates provide individual, focused feedback appropriate to learners’ needs.

3 = Candidates regularly plan a variety of instructional tasks and forms of feedback based on ESOL students’ individual and group needs. Candidates help ESOL students self-monitor and provide effective feedback for peers.

1.b.11. Help ESOL students to communicate in socially and culturally appropriate ways

1 = Candidates understand that ESOL students need to be able to communicate in diverse social settings.

2 = Candidates provide adequate and appropriate tasks, materials, and language support to help ESOL students communicate successfully in socially and culturally appropriate ways.

3 = Candidates help ESOL students understand the importance of being able to interact appropriately in multiple social settings. Candidates model strategies that ESOL students can use to monitor their own communicative competence in diverse settings.

1.b.12. Help ESOL students develop academic language proficiency.

1 = Candidates acknowledge the academic language needs of ESOL students.

2 = Candidates identify ESOL learners’ academic language needs and provide appropriate instruction and support. Candidates teach essential vocabulary, grammatical, and discourse structures within the context of authentic texts. Candidates help ESOL learners discuss, read, and write about cognitively demanding concepts.

3 = Candidates continuously monitor ESOL students’ academic language development and plan academic instruction with students’ individual needs in mind. Candidates provide a range and depth of exposure to and opportunities to use academic language (e.g., vocabulary, sentence, and discourse structures). Candidates emphasize learning strategies necessary for learning and expressing academic content.

1.b.13. Help ESOL students develop effective language learning strategies.

1 = Candidates understand the importance of language learning strategies for ESOL students.
2 = Candidates model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks.

3 = Candidates systematically plan academic content-area instruction for ESOL students to include content, language, and learning strategy objectives.

**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 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.

2.a.1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.

1 = Candidates are aware that cultural values and beliefs have an effect on ESOL student learning.

2 = Candidates teach using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.

3 = Candidates consistently design and deliver instruction that incorporates cultural concepts. Candidates foster student and family appreciation of various cultural values and beliefs.

2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.

1 = Candidates are aware that racism and discrimination have effects on ESL teaching and learning.

2 = Candidates design and deliver instruction that includes antibias materials and develop a classroom climate in which antiracism, antibias, and antistereotyping are purposefully addressed.

3 = Candidates consistently use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students’ skills and knowledge to interact with each other.

2.a.3. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.

1 = Candidates are aware of effective home/school communication. Candidates recognize the importance of family participation and support in their child’s education.

2 = Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students’ families. Candidates design and employ activities that welcome and inform families and that encourage participation and support in their child’s education. Candidates design and conduct classroom and school events that encourage participation of families and community cultural leaders.

3 = Candidates communicate in a culturally responsive and linguistically appropriate manner with students’ families. Candidates establish ongoing partnerships with the community’s adults and leaders by including them in curriculum and classroom activities.

2.a.4. Understand and apply concepts about the interrelationship between language and culture.
1 = Candidates are aware of the links between language and culture.

2 = Candidates’ choice of techniques and materials reflect their sensitivity of the interdependence of language and culture (e.g., different cultures express numbers and colors differently.)

3 = Candidates consistently integrate cultural issues when teaching ESL. Candidates prepare students to independently extend their knowledge about one another’s languages and cultures. Candidates act as facilitators to help students transition between the home culture and language and the U.S./school culture and language.

**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.

2.b.1. 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.

1 = Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding.

2 = Candidates use a range of resources about major cultural groups to design and deliver instruction. Candidates integrate different ways of learning and different cultural perspectives into their ESL curriculum and instruction.

3 = Candidates continually expand their knowledge of their students’ cultures and consistently integrate knowledge of cultural groups into their teaching.

2.b.2. 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.

1 = Candidates are aware that ESOL students’ cultural identities will affect their learning.

2 = Candidates plan and deliver instruction that values and adapts for students’ different cultural perspectives.

3 = Candidates consistently provide in-class opportunities for students and families to share and apply their cultural perspectives to learning objectives.

2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students’ learning.

1 = Candidates are aware that cultural conflicts and home-area events affect interpersonal classroom relationships and ESOL student learning.

2 = Candidates teach cross-cultural appreciation by modeling impartial attitudes toward cross-cultural conflicts and establishing high expectations of ESOL students’ interactions across cultures. Candidates integrate conflict resolution techniques into their instruction.

3 = Candidates provide regular, ongoing opportunities for students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.

2.b.4. Understand and apply knowledge about the impact of students’ socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.

1 = Candidates are aware of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on ESOL students’ learning.
2 = Candidates use knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate ESOL teaching strategies and learning objectives.

3 = Candidates continually add to their repertoire of instructional techniques to meet the needs of students with diverse backgrounds.

2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

1 = Candidates are aware of immigration history and patterns in the United States.

2 = Candidates use U.S. immigration history and patterns to understand and teach ESL student populations.

3 = Candidates embed knowledge of U.S. immigration history and patterns throughout their teaching of ESOL students.

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 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 curriculum.

3.a.1. Plan standards-based ESL and content instruction.

1 = Candidates are aware of standards-based ESL and content instruction.

2 = Candidates plan standards-based ESL and content instruction.

3 = Candidates inform and work with their colleagues to plan standards-based instruction.

3.a.2. Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.

1 = Candidates recognize ESOL students’ various approaches to learning. Candidates are knowledgeable about effective program models, including those that are standards based.

2 = Candidates establish classroom routines during which students demonstrate appreciation for one another. Candidates implement standards-based programs and instructional models appropriate to student needs.

3 = Candidates systematically plan ESL and content instruction that is student centered. Candidates plan lessons such that students can meet learning objectives and assist one another.

3.a.3. Plan students’ learning experiences based on assessment of language proficiency and prior knowledge.

1 = Candidates are aware of students’ language proficiency and prior knowledge when planning ESL and content-learning activities. Candidates understand that different cultures approach the education of children in different ways.

2 = Candidates plan activities at the appropriate language levels, integrating students’ cultural backgrounds and learning styles. Candidates use students’ prior knowledge in planning ESL and content instruction.
3 = Candidates plan multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.

3.a.4. Provide for particular needs of students with limited formal schooling (LFS) in their L1.

1 = Candidates identify communication strengths of LFS students. Candidates plan a few teaching strategies appropriate for LFS students.

2 = Candidates plan ESL and content instruction to meet reading and writing needs of LFS students in ESL and content areas. Candidates plan visually supportive, text-rich environments using appropriate materials that include students’ personal and shared experiences. Candidates plan assessment of LFS students’ competence with text. Candidates plan communication that LFS students will understand.

3 = Candidates plan ways to motivate and guide LFS students to successful academic experiences. Candidates plan learning tasks specific to the needs of LFS students.

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.


1 = Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels.

2 = Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks.

3 = Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.

3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.

1 = Candidates are aware of the need for authentic uses of language in ESL and content-area learning and the need to design activities and assessments that incorporate both.

2 = Candidates incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.

3 = Candidates design authentic language tasks, as students access content-area learning objectives. Candidates collaborate with non-ESL classroom teachers to develop authentic uses of language and activities in content areas.

3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.

1 = Candidates are aware that integrated learning activities build meaning through practice.

2 = Candidates provide integrated learning activities using authentic sources that build meaning through practice. Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content).

3 = Candidates design activities that integrate skill and content areas through thematic and inquiry-based
units.

3.b.4. Develop students’ listening skills for a variety of academic and social purposes.

1 = Candidates are aware of the need to assist students in making use of what they know in order to listen effectively.

2 = Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively.

3 = Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts. Candidates help students develop and use listening strategies. Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.

3.b.5. Develop students’ speaking skills for a variety of academic and social purposes.

1 = Candidates provide opportunities for students to interact socially. Candidates monitor and correct student speech as appropriate.

2 = Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities.

3 = Candidates adapt activities to assist ESOL students’ social and academic speaking skills. Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.

3.b.6. Provide standards-based instruction that builds upon students’ oral English to support learning to read and write.

1 = Candidates are familiar with ways in which oral language influences reading and writing acquisition for ESOL students.

2 = Candidates provide standards-based instruction that builds and integrates learners’ reading and writing as their oral language develops.

3 = Candidates develop a variety of ways to integrate learners’ reading and writing as their oral language develops.

3.b.7. Provide standards-based reading instruction adapted to ESOL learners.

1 = Candidates identify specific literacy needs of ESOL students. Candidates choose literature for instruction from limited sources. Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts.

2 = Candidates design reading instruction that includes various cueing systems appropriate for ESOL learners. Candidates design and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students’ reading development. Candidates explain and model explicit reading strategies that assist students with standards-based texts from content-area course work.

3 = Candidates engage ESOL students who are having difficulty developing their English reading skills. Candidates develop lessons around texts in a variety of genres related to students’ studies in content-area classes. Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.

3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students’ writing through a range of activities, from sentence formation to expository writing.
1 = Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. Candidates are aware of the need for explicit writing strategies for ESOL students.

2 = Candidates design and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language. Candidates provide opportunities for written assignments that are ungraded, including interactive journals. Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing.

3 = Candidates collaborate with non-ESL classroom teachers to select writing goals and activities in content areas.

**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.

3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

1 = Candidates are aware that materials should be appropriate for students’ age and language proficiency.

2 = Candidates select and adapt print and visual materials that are appropriate for students’ age and language proficiency. Candidates use materials that are appropriate for students’ learning styles.

3 = Candidates use students’ community and family to locate and develop culturally appropriate materials. Candidates build on students’ culture in selecting, adapting, and sequencing ESL and content-area materials.

3.c.2. Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1.

1 = Candidates are aware of differences between content-area materials for ESOL learners and those for NSs. Candidates select materials from existing content-area texts appropriate for ESOL learners.

2 = Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts. Candidates use a variety of levels of content-area materials, either adapted or commercially produced. Candidates use materials in students’ L1 as appropriate.

3 = Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.

3.c.3. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.

1 = Candidates are aware of the usefulness of a variety of materials and resources in English and the home language.

2 = Candidates find and/or create instructional materials in English and the home language for student instruction and use. Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.

3 = Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students’ home languages.
3.c.4. Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).

1 = Candidates are aware of ways in which computers and other technological resources can improve ESOL students’ learning.

2 = Candidates use technological resources to enhance instruction to meet ESOL students’ language and content learning needs. Candidates use basic technological resources to select, create, and/or adapt instruction for students. Candidates advocate for ESOL students’ equal access to technological resources.

3 = Candidates assist students in learning how to use technological resources for their own academic purposes.

3.c.5. Use software and Internet resources effectively in ESL and content instruction.

1 = Candidates are familiar with software for use in the ESL and content classroom. Candidates are familiar with Internet resources for language teachers and learners.

2 = Candidates evaluate, select, and use software and Web resources based on their appropriateness for ESOL students.

3 = Candidates teach students to evaluate and use software and Internet sites for their own needs.


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.

4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.

1 = Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency). Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment.

2 = Candidates use L1 assessment to provide benchmarks for student learning.

3 = Candidates share their knowledge and experience about the purposes of assessment with colleagues.

4.a.2. Demonstrate an understanding of the quality indicators of assessment instruments.

1 = Candidates are aware of technical aspects of assessment (e.g., validity and reliability). Candidates are aware of the differences between performance-based or authentic measures and traditional assessment.

2 = Candidates can explain why tests are valid and/or reliable, and use this knowledge in making assessment-related decisions. Candidates use performance-based or traditional measures, as appropriate.

3 = Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.

4.a.3. Demonstrate understanding of the limitations of assessment situations and make accommodations for
ESOL students.

1 = Candidates are aware of some of the limitations of assessment instruments for ESOL students.

2 = Candidates accommodate for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests). Candidates accommodate for cultural bias (e.g., unfamiliar images and references). Candidates accommodate for linguistic bias (e.g., test translations, specific test formats). Candidates use L1 assessment results to determine language dominance.

3 = Candidates evaluate formal and informal technology-based and nontechnology-based assessment measures for psychological, cultural, and linguistic limitations.

4.a.4. Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.

1 = Candidates recognize some similarities between a language difference and a learning problem for ESOL students (e.g., delayed language production, limited vocabulary and reading skills). Candidates recognize how cultural bias may misinform results of such assessments.

2 = Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish between language differences, giftedness, and a learning problem for ESOL students. Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment.

3 = Candidates are able to assess and instruct ESOL students who are gifted and talented and/or have special learning needs. Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ESOL students.

Standard 4.b. Language Proficiency Assessment. 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.

4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.

1 = Candidates understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs.

2 = Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state mandates. Candidates involve families in program decisions for ESOL students.

3 = Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.

4.b.2. Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.

1 = Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students.

2 = Candidates understand the nature of norm-referenced assessments and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).

3 = Candidates evaluate the strengths and weaknesses of norm-referenced assessments for use with ESOL students.
students. Candidates share this knowledge with their colleagues.

**4.b.3. Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.**

1 = Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ESOL learners.

2 = Candidates use authentic and traditional criterion-referenced measures to assess ESOL students’ language and content-area learning. Candidates use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).

3 = Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ESOL students’ learning. Candidates share this knowledge with their colleagues.

**4.b.4. Understand, construct, and use assessment measures for a variety of purposes for ESOL students.**

1 = Candidates understand a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). Candidates are aware of the importance of using multiple measures to accurately assess ESOL learners.

2 = Candidates use multiple and appropriate assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer).

3 = Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ESOL learners for a variety of purposes.

**4.b.5. Assess ESOL learners’ language skills and communicative competence using multiple sources of information.**

1 = Candidates use simple measures and a limited number of sources of information to assess ESOL learners’ individual language skills and communicative ability.

2 = Candidates assess ESOL learners’ discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures. Candidates use multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language).

3 = Candidates create multiple performance-based measures to assess students’ language skills and communicative competence across the curriculum. Candidates share these measures with their colleagues.

**Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

**4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners’ progress toward state and national standards.**

1 = Candidates use a limited set of performance-based tasks to assess ESOL learners’ language and content-area learning.

2 = Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ESOL students’ progress toward state and national standards.

3 = Candidates design performance-based tasks and tools to measure ESOL learners’ progress. Candidates share these tools with their colleagues.
4.c.2. 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.

1 = Candidates are aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities.

2 = Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners’ knowledge in the content areas at varying levels of English language and literacy ability. Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions). Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments.

3 = Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ESOL students’ content learning at all levels of language proficiency and literacy. Candidates share these techniques with their colleagues.

4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.

1 = Candidates encourage ESOL learners to monitor their own performance and provide feedback to other learners.

2 = Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.

3 = Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum. Candidates share self- peer assessment techniques with their colleagues.

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.

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.

5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.

1 = Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area.

2 = Candidates use their knowledge of the evolution and research base of the field of ESL to design effective instruction.

3 = Candidates use their extensive knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct their own classroom-based research.

5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

1 = Candidates are aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL.

2 = Candidates use their knowledge of the laws, policies, and guidelines that have had an impact on the ESL profession to design appropriate instruction for students.

3 = Candidates assist schools to design ESL instructional programs that meet and fulfill federal, state, and
local guidelines, laws, and policies.

**Standard 5.b. Partnerships and Advocacy.** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families

5.b.1. Advocate and serve as language and education resources for students and families in their schools and communities.

1 = Candidates are familiar with community language education and other resources available to ESOL students and their families. Candidates assist families to participate fully in their school and community.

2 = Candidates provide contact information and support for ESOL students and help their families access community language education and other resources. Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families.

3 = Candidates support ESOL students and their families as they make decisions and advocate for themselves in the schools and community. Candidates create the circumstances and environment that support ESOL student and family empowerment.

5.b.2. Serve as professional resource personnel in their educational communities.

1 = Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, and their ESOL students.

2 = Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students. Candidates keep current with media reports about the education of ESOL students.

3 = Candidates help other teachers and school administrators’ work effectively with ESOL students. Candidates provide instruction and professional growth activities for colleagues, sharing skills for working with ESOL students. Candidates assist policy makers to understand the curricula and instructional approaches that best meet the needs of ESOL students in their community.

5.b.3. Advocate for ESOL students’ access to all available academic resources, including instructional technology.

1 = Candidates understand the importance of ensuring ESOL students’ access to school resources, including technology.

2 = Candidates share with colleagues the importance of ESOL students’ equal access to educational resources, including technology.

3 = Candidates assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.

**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.

5.c.1. Establish professional goals and pursue opportunities to grow in the field of ESL.

1 = Candidates formulate professional development plans based on their interests. Candidates are aware of their professional associations.

2 = Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations.
3 = Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis. Candidates take active roles in their professional association(s).

5.c.2. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.

1 = Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.

2 = Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels.

3 = Candidates provide leadership to staff in scheduling appropriate classes and instructional opportunities for ESOL students.

5.c.3. Engage in collaborative teaching in general education and content-area classrooms.

1 = Candidates study and practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching).

2 = Candidates teach and plan collaboratively with other teachers to assist ESOL students as they transition into general education and content-area classrooms.

3 = Candidates continue to learn about other content areas so they may share greater responsibility for effective instruction and student success in those classes.

5.c.4. Model academic proficiency in the English language.

1 = Candidates are proficient in the English language.

2 = Candidates model effective use of the English language for academic purposes.

3 = Candidates assist their content-area colleagues in becoming effective models of academic English.