584-018- 0101
Knowledge Skills and Abilities for English Language Learner Proficiencies for All General Educator Preparation Programs and Faculty

Purpose of the Standards: It is the Commission's policy that it is every educator's responsibility to meet the needs of English Language Learner students. As such, accreditation and educator preparation requirements should support the demand for well-prepared educators to work with second language learners of all ages. The standards adopted below apply to pre-service candidates and current workforce teachers, administrators, personnel service educators (counseling, psychologists and social workers) and educator preparation program (EPP) faculty. Finally, these standards will only succeed with on-going collaboration between K-12 and EPPs to achieve these goals.

(1) Language: Candidates, educators and higher education faculty know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement. Candidates, educators and higher education faculty:

(a) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;
(b) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels;
(c) Recognize the role of first language (L1) in learning the second language (L2); and
(d) Are aware of personal, affective and social variables influencing second language acquisition.

(2) Culture: Candidates know and understand 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 and bilingual students' cultural identities, language and literacy development, and content area achievement. Candidates, educators and higher education faculty:

(a) Understand the impact of culture on language learning;
(b) Recognize and combat deficit perspectives and views on second language learner students;
(c) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and
(d) Understand how one's own culture impacts one's teaching practice.

(3) Planning, Implementing, and Managing Instruction: Candidates, educators and higher education faculty know, understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom

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organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. Candidates, educators and higher education faculty:

(a) Are familiar with different ESOL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models);
(b) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;
(c) Are familiar with state English Language Proficiencies standards, and are able to develop lessons that include both content and language objectives; and
(d) Incorporate primary language support within instruction.

(4) Assessment: Candidates, educators and higher education faculty understand issues of assessment and use standards-based assessment measures with ESOL and bilingual learners of all ages. Candidates, educators and higher education faculty:

(a) Understand the role of language in content assessments; and
(b) Implements multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

(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 and bilingual students and their families and work collaboratively to improve the learning environment.

(a) Understands the importance of fostering family and school partnerships; and
(b) Understands the importance of collaborating and consulting with English Language Development specialists.

(6) Technology: Candidates, educators and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates, educators and higher education faculty:

(a) Demonstrate knowledge of current technologies and their application in ESOL;
(b) Design, develop, and implement student learning activities that integrate information technology; and
(c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.