| Standard | Course | Assessment |
| --- | --- | --- |
| (a) **Language**: Candidates, 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 Language Learners (ELL) and bilingual students' language and literacy development and content area achievement. Candidates and higher education faculty: | | |
| (A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions; | ED 472/572 Foundations of ESOL Education | * ELL Observations assignments * My Museum of Course Outcomes assignment (outcomes 1 & 2) |
| (B) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels; | ED 472/572 Foundations of ESOL Education | * ELL Observations assignments * My Museum of Course Outcomes assignment (outcomes 1 & 2) |
| (C) Recognize the role of first language (L1) in learning the second language (L2); and | ED 472/572 Foundations of ESOL Education | * ELL Observations assignments * My Museum of Course Outcomes assignment (outcomes 1 & 2) |
| (D) Are aware of personal, affective and social variables influencing second language acquisition. | ED 472/572 Foundations of ESOL Education | * ELL Observations assignments * My Museum of Course Outcomes assignment (outcomes 1 & 2) |
| (b) **Culture**: Candidates, and higher education faculty 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 ELL students' cultural identities, language and literacy development, and content area achievement. Candidates, and higher education faculty: | | |
| (A) Understand the impact of culture on language learning; | ED 472/572 Foundations of ESOL Education | * Language and Culture Autobiography assignments |
| (B) Recognize and combat deficit perspectives and views on second language learner students; | ED 472/572 Foundations of ESOL Education | * My Museum of Course Outcomes assignment (outcome 6) |
| (C) Understand that learners’ skills, knowledge and experiences should be used as resources for learning; and | ED 472/572 Foundations of ESOL Education | * My Museum of Course Outcomes assignment (outcome 6) |
| (D) Understand how one’s own culture impacts one’s teaching practice. | ED 472/572 Foundations of ESOL Education | * Language and Culture Autobiography assignments |
| (c) **Planning, Implementing, and Managing Instruction**: Candidates and higher education faculty know and understand the use of 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. Candidates and higher education faculty: | | |
| (A) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models); | ED 472/572 Foundations of ESOL Education | * My Museum of Course Outcomes assignment (outcome 4) |
| (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-adopted English Language Proficiencies standards, and are able to develop lessons that include both content and language objectives related to those standards; and |  |  |
| (D) Incorporate primary language support within instruction. |  |  |
| (d) **Assessment**: Candidates and higher education faculty understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages. Candidates and higher education faculty: | | |
| (A) Understand the role of language in content assessments; and |  |  |
| (B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level. |  |  |
| (e) **Professionalism**: Candidates and higher education faculty 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 ELL and bilingual students and their families and work collaboratively to improve the learning environment. Candidates and higher education faculty: | | |
| (A) Understand the importance of fostering family and school partnerships; and | ED 472/572 Foundations of ESOL Education | * My Museum of Course Outcomes assignment (outcome 6) |
| (B) Understand the importance of collaborating and consulting with English Language Development specialists. | ED 472/572 Foundations of ESOL Education | * My Museum of Course Outcomes assignment (outcomes 3 & 6) |
| (f) **Technology**: Candidates and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates and higher education faculty: | | |
| (A) Demonstrate knowledge of current technologies and application of technology with ELL students; | ED 472/572 Foundations of ESOL Education | * Technology Springboard assignments |
| (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. | ED 472/572 Foundations of ESOL Education | * Technology Springboard assignments |