

English for Speakers of Other Languages (ESOL) (Ed 612.06) Reviewer Assessment Worksheet

Ed 612.06 English for Speakers of Other Languages (ESOL)

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the Visit

Ed 612.06 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)	Rating	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
	4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	
<p>(a) In this section, “English for speakers of other languages (ESOL)” means a program that teaches students from different home language backgrounds to become proficient in and to learn in English.</p>		
<p>(b) The teacher preparation program for an ESOL teacher in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:</p>		
<p>(1) In the area of language, the candidate shall know, understand, and use the major theories and research related to the structure and acquisition of language in order to provide ELs the skills to become proficient in language and literacy to achieve in the content areas as follows:</p>		
<p>a. In the area of language as a system, a candidate shall:</p> <ol style="list-style-type: none"> 1. Demonstrate metalinguistic knowledge of language as a system, including phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics for ELs to develop oral, aural, reading, and writing skills in English; 2. Demonstrate knowledge of the historical development of the 		

<p>English language; 3. Relate knowledge of English to languages spoken by students in their communities; and 4. Build on similarities between English and the student’s home language (L1) and to anticipate any difficulties that learners may have with English;</p>		
<p>b. In the area of language acquisition and development, a candidate shall:</p>		
<p>1. Understand and apply concepts and theories of first and second language acquisition to facilitate ELs’ development of social and academic English language; 2. Demonstrate understanding of current and historical theories and research related to the structure and acquisition of language to so that ELs can acquire use of language and literacy in the content areas; 3. Demonstrate language proficiency in oral and written English in social and academic settings for ELs; 4. Understand the role of personal and affective variables in language learning to establish secure, motivating classrooms in which ELs take risks and use language productively; and 5. Understand how to use linguistic scaffolding to facilitate comprehension and production of academic and social English; and 6. Have had the experience of studying a second language which</p>		

<p>may include American Sign Language, by one of the following:</p> <ul style="list-style-type: none"> (i) Successfully completing at least two semesters of the study of a second language at the college level; or (ii) Demonstrating evidence of the equivalent of 2 semesters of the study of a second language at the college level, including, but not limited to, documentation of the acquisition of a second language during foreign residency. 		
<p>(2) In the area of culture, the candidate knows, understands, and uses major theories and research related to the nature and role of culture in instruction;</p>		
<p>(3) The candidate shall demonstrate how cultural groups and individual cultural identities affect language learning and school achievement as follows:</p>		
<ul style="list-style-type: none"> a. Understand the major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation; b. Understand the nature and role of culture to construct learning environments to support Els' cultural identities and academic needs; c. Understand how cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation; d. Use knowledge of curriculum and 		

<p>materials to promote an inclusive environment and that demonstrates cross-cultural awareness and appreciation; and</p> <p>e. Use resources to maintain up-to-date knowledge of cultural conflicts and world events that might have an impact on student’s learning</p>		
<p>(4) In the area of instruction, the candidate shall understand and use evidence - based practices and strategies to plan, implement and manage standards - based ESOL and content instruction as follows:</p>		
<p>a. For planning for standards-based ESOL and content instruction:</p> <ol style="list-style-type: none"> 1. Plan standards - based ESOL and content instruction to meet learning objectives; and 2. Plan differentiated instruction based on assessment of students’ English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge; and 		
<p>b. For implementing and managing instruction:</p> <ol style="list-style-type: none"> 1. Understand different ESOL program models such as but not limited to push-in, pull-out, and self-contained; 2. Develop students’ listening and speaking skills for a variety of academic and social purposes; 3. Use standards - based instruction that builds on students’ oral English skills to support reading and writing; 4. Utilize standards - based reading and writing instruction 		

<p>adapted to Els; 5. Implement activities to integrate listening, speaking, reading, and writing; 6. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content - area material; and 7. Use a variety of resources including but not limited to technology, print, and realia;</p>		
<p>(5) In the area of assessment, the candidate shall demonstrate an understanding of various assessment issues as they affect Els, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations as follows:</p>		
<p>a. For educational assessment: 1. The purposes of assessment as they relate to Els; 2. Key indicators of good assessment instruments; 3. The advantages and limitations of assessments, including accommodations for Els; and 4. Language differences, giftedness, and special education needs;</p>		

<p>b. For language proficiency assessment:</p> <ol style="list-style-type: none"> 1. Know state eligibility and reclassification requirements for Els; 2. Understand the appropriate use of norm - referenced assessments with Els; and 3. Knowledge of standards-based and performance - based assessment tools that measure EL progress; and 		
<p>c. Know and use a variety of performance-based assessment tools and techniques to inform instruction for classroom assessment; and</p>		
<p>(6) In the area of professionalism the candidate shall demonstrate knowledge of history, research and educational public policy as follows:</p>		
<p>a. The evolution of the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of Els;</p>		
<p>b. The importance of collaborating with teachers and staff to provide comprehensive, appropriate educational opportunities for Els in school; and</p>		
<p>c. The importance of providing EL families with information regarding school and community resources.</p>		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86, EXPIRED 2-21-92

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #10276, eff 2-22-13