ESOL Teacher

REVIEWER ASSESSMENT

***Directions****: This matrix 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.*

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| **ESOL Teacher** | **Rating:**  **4: Highly effective**  **3: Effective**  **2: Needs improvement**  **1: Ineffective** | | **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).** |
| (a) In this section, the following definitions shall be used:  (1) “English for Speakers of Other Languages” (ESOL) means a program that teaches students from different home language backgrounds to become proficient in academic and social English; (2) “English language development” (ELD) means a specifically designed instruction to advance English learners’ knowledge and use of English; (3) “English learner (EL),” means an individual who uses language(s) in addition to English. The term includes “English language learner” (ELL), or “Multilingual learner” (ML); and (4) “Language domains” means listening, speaking, reading, and writing skills.  The English speakers of other languages (ESOL) program shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in 507.17(c). | | | |
| (b) To be eligible for licensureas a ESOL teacher under any of the pathways described in Ed 505.04 through Ed 505.06 a candidate shall have the following skills, competencies, and knowledge: | | | |
| (1) Have at least a bachelor’s degree; |  |  | |
| (2) Qualify for licensure through an approved program or under one of the alternatives in Ed 505.01 – Ed 505.06; |  |  | |
| (3) Demonstrate language proficiency in oral and written English in social and academic settings for ELs; and |  |  | |
| (4) Have had the experience of studying a second language, which may include American Sign Language, by one of the following:   1. Successfully completing at least 2 semesters of a second language at the college level; or 2. Demonstrating equivalent competence in another language through residency abroad of at least 6 months or evidence of being a native or heritage speaker. |  |  | |
| **(c) The candidate for licensure as an ESOL teacher shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:**  **1. In the area of language as a system, the candidate shall:** | | | |
| a. Recognize language as a dynamic system for communication, including language development as an interactive social process; |  |  | |
| b. Demonstrate knowledge of phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics and uses that knowledge to support ELD; |  |  | |
| c. Explain the key language features that are used across multiple disciplines and emphasize the way language is used for functional purposes; |  |  | |
| d. Actively engage with student study teams to provide information about the different aspects of the language systems of multilingual learners to help differentiate between a language difference and a potential language disability; and |  |  | |
| e. Define language development as a non-linear process, dependent on factors including students’ background knowledge, former educational experiences, and home literacy practices; |  |  | |
| **(2) In the area of language development, the candidate shall** | | | |
| a. Analyze and critically evaluate current and historical theories and evolving research around multilingual teaching, language development, and learning to inform instructional methodology to improve student outcomes; |  |  | |
| b. Apply knowledge of educational theory and policy factors to support program planning, instruction, and advocacy in the education of ELs; |  |  | |
| c. Recognize that ELs develop content knowledge and language simultaneously; and |  |  | |
| d. Cultivate a classroom environment in which each EL student is comfortable taking risks and using language; |  |  | |
| **(3) In the area of culture in student learning, the candidate shall recognize variables that affect language, as evidenced by the following:** | | | |
| a. Encouraging students to reflect on the role of language in their lives, within their communities, and between minority and dominant groups in the U.S.; |  |  | |
| b. Identifying cultural and sociolinguistic variables that affect students’ English language development, including common myths and misconceptions held about ELs; |  |  | |
| c. Using culturally responsive curriculum and materials to promote an inclusive environment; |  |  | |
| d. Understanding personal experiences can impact an individual’s teaching and learning philosophy, leading to a more inclusive classroom environment through cross-cultural awareness; and |  |  | |
| e. Understanding the impact of culture on language learning, school achievement, and acculturation theories, research, and principles; |  |  | |
| **(4) Using methods informed by current research in curriculum and instruction, the candidate shall:** | | | |
| a. Use both ELD and content standards to plan and implement instruction; |  |  | |
| b. Provide ELs with opportunities to engage in content-specific tasks that simultaneously build grade-level knowledge, skills, and language competence; |  |  | |
| c. Differentiate instruction to include activities that integrate multiple modalities of communication across all language domains, including translanguaging; |  |  | |
| d. Develop instruction based on ongoing assessment and observation of students’ linguistic needs, and purposefully select materials to expose students to increasingly complex language; |  |  | |
| e. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content area material using a variety of resources including but not limited to technology, print, and realia; |  |  | |
| f. Deliver explicit instruction about the characteristics of oral language to help ELs express themselves accurately in social and academic settings; |  |  | |
| g. Deliver explicit instruction about the characteristics of written language structures to help ELs with reading comprehension and written expression; and |  |  | |
| h. Employ flexible and  fluid group structures to promote language production through a blend of partner work, small group, large group, and whole class activities that include different group configurations for different language goals; |  |  | |
| **(5) In the area of assessment, the candidate shall demonstrate an understanding of various assessments, including benefits and limitations as they affect ELs, as follows:** | | | |
| **a. For standardized assessments:** | | | |
| 1. Meeting local, state, and federal laws, policies, and uniform procedures regarding assessment of English learners including identification, placement, and reclassification requirements; |  |  | |
| 2. Advocating for valid and reliable assessment of students during the special education determination process, and ensure that the analysis of assessment results reflects their students’ status as English learners |  |  | |
| 3. Collaborating with colleagues to identify appropriate accommodations when applicable; and |  |  | |
| 4. Using assessment results to plan instruction, monitor student progress, and report on student growth; and |  |  | |
| **b. For formative and summative assessments:** | | | |
| 1. Demonstrating knowledge of a range of standards-based and performance‐based assessment tools that measure ELs’ progress; |  |  | |
| 2. Analyzing and interpreting assessment data, teacher observations, and other information to determine students’ level of support within the Language Instruction Educational Program (LIEP); |  |  | |
| 3. Recognizing key indicators of valid and reliable assessment instruments; |  |  | |
| 4. Developing and using assessment instruments to measure students’ language across all language domains; and |  |  | |
| 5. Communicating that it is possible to meet the competency of most standards without possessing native-like control of English conventions and vocabulary; and |  |  | |
| **(6) In the area of professionalism, the candidate shall** | | | |
| a. Understand the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of ELs; |  |  | |
| b. Understand the scope, including the benefits and limitations of, LIEP models such as, but not limited to  1. ESL;  2. Content classes with integrated ESOL support;  3. Newcomer programs;  4. Bilingual education; and  5. Dual language; |  |  | |
| c. Collaborate with classroom teachers and staff to provide comprehensive, appropriate educational opportunities for ELs in school; |  |  | |
| d. Actively promote family involvement through regular outreach and communication to strengthen student outcomes; |  |  | |
| e. Support EL students and families by sharing information and resources available within the school and community; |  |  | |
| f. Maintain up-to-date knowledge of cultural conflicts and world events that might have an impact on students’ learning and acculturation; and |  |  | |
| g. Advocate on behalf of students with limited or interrupted formal education (SLIFEs) and alternative pathways to completion for SLIFEs at the secondary level. |  |  | |
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*#2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-89, EXPIRED 2-21-92*

*New.  #6366, eff 10-30-96; ss by #7924, eff 7-24-03; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.13); ss by #9939, INTERIM, eff 6-9-11, EXPIRED: 12-6-11*

*New.  #10130, eff 5-18-12*

*Eff 11/10/2022*