

## ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

- Standard I.*** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II.*** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III.*** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV.*** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V.*** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
- Standard VI.*** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
- Standard VII.*** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);
- 1.2k functions of language and registers of language (e.g., social versus academic language) in English;
- 1.3k the relationships among listening, speaking, reading, and writing;
- 1.4k the structure of the English language and conventions of written and spoken English; and
- 1.5k patterns of written and oral discourse.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;
- 1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency;
- 1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and
- 1.4s model and provide instruction in the structure and conventions of written and spoken English.

**Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 2.1k the historical, theoretical, and policy foundations of ESL education;
- 2.2k types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness;
- 2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs; and
- 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;
- 2.2s apply research findings to assist in planning and implementing effective ESL programs;
- 2.3s use knowledge of the types of ESL program models to make appropriate instructional and management decisions;
- 2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; and
- 2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.

**Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 3.1k theories, concepts, and research related to first-language (L1) development;
- 3.2k theories, concepts, and research related to second-language (L2) development;
- 3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2;
- 3.4k the role of the linguistic environment and conversational support in second-language acquisition; and
- 3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 3.1s apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;
- 3.2s help students transfer language skills from L1 to L2;
- 3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;
- 3.4s provide a rich language/print environment with supported opportunities for communication in English;
- 3.5s provide appropriate feedback in response to students' developing English language skills; and
- 3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.

**Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL;
- 4.2k factors and procedures in planning ESL instruction, including consideration of students’ developmental characteristics and their individual needs;
- 4.3k a variety of methods and techniques appropriate for instruction in the ESL classroom;
- 4.4k strategies for fostering ESL students’ communicative competence;
- 4.5k instructional practices, resources, and materials for content-based ESL instruction;
- 4.6k the use of technological tools and resources to facilitate and enhance ESL instruction; and
- 4.7k classroom management strategies for a variety of ESL environments and situations.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);
- 4.2s use planning procedures to design effective, developmentally appropriate ESL instruction;
- 4.3s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom;
- 4.4s infuse technological tools and resources into the instructional process;
- 4.5s use strategies that foster ESL students’ content-area learning;
- 4.6s engage students in critical-thinking processes; and
- 4.7s apply principles of effective classroom management in a range of situations in the ESL classroom.

**Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 5.1k factors that may affect ESL students' learning of academic content, language, and culture (e.g., age, personality, academic background, sociocultural factors, home environment, attitude, exceptionalities); and
- 5.2k the nature of student variation in the ESL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning, individual learning).

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 5.1s use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture; and
- 5.2s provide instruction and experiences that are responsive to diversity and individual student needs.

**Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 6.1k basic concepts, issues, and practices related to test design, development, and interpretation;
- 6.2k types of assessment used in the ESL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations;
- 6.3k standardized tests commonly used in ESL programs in Texas;
- 6.4k state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC; and
- 6.5k relationships among state-mandated standards, instruction, and assessment in the ESL classroom.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 6.1s select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);
- 6.2s interpret results of standardized tests commonly used in ESL programs in Texas;
- 6.3s implement LPAC recommendations for LEP identification, placement, and exit; and
- 6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

**Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.**

**Teacher Knowledge: What Teachers Know**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher knows and understands:

- 7.1k strategies for effective advocacy for ESL students;
- 7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and
- 7.3k ways in which community members and resources can positively affect student learning in the ESL program.

**Application: What Teachers Can Do**

***ESL Teachers of Students in Grades EC–12***

The beginning ESL teacher is able to:

- 7.1s advocate for educational and social equity for ESL students;
- 7.2s use effective strategies to bridge gaps that may exist between the home and school environments;
- 7.3s communicate and collaborate effectively with students' parents/guardians;
- 7.4s facilitate parent/guardian involvement in their children's education and school activities; and
- 7.5s access community resources to enhance the education of ESL students.