



**TEXES® Core EC–6 English as a Second Language
Curriculum Crosswalk**

Required Course Numbers											
Test Content Categories											
Domain IX – English as a Second Language (ESL)											
Competency 001 (Policies and Processes and Professional Learning and Partnerships): <i>Demonstrate knowledge of legal policies related to the education of emergent bilingual (EB) students, including the role of the Language Proficiency Assessment Committee (LPAC), and apply knowledge of professional learning and techniques for effective collaboration with partners involved in the education of EB students.</i>											
A. Demonstrate knowledge of federal and state legislation related to the education of EB students and of characteristics of various state-approved program models and approaches involved in delivering instruction to EB students contained in Texas Administrative Code Chapter 89, Subchapter BB.											
B. Demonstrate knowledge of the LPAC, including its composition, its role in coordinating with other programs (e.g., special education, Section 504, gifted and talented), its role in partnering with the parents/guardians of EB students, and its duties regarding the access of EB students to effective education.											

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C. Demonstrate knowledge of state-mandated criteria and procedures related to EB students regarding identification, placement, monitoring, and reclassification as English proficient, including students with parental denial for program services.											
D. Demonstrate knowledge of state-approved assessments that measure EB students' English language proficiency and progress in achieving linguistic and academic goals.											
E. Demonstrate knowledge of linguistic accommodations and instructional practices applicable to content-based language instruction (CBLI) mandated in Texas Administrative Code Chapter 89, Subchapter BB.											
F. Demonstrate knowledge of the organizational structure, purpose, goals, and mandates related to the education of EB students contained in Texas Administrative Code Chapter 120, Subchapter B: English Language Proficiency Standards, and Texas Administrative Code Chapter 89, Subchapter BB.											
G. Apply knowledge of strategies for collaborating with colleagues (e.g., general education teachers, bilingual education and ESL teachers, special education teachers) and the school community (e.g., librarians, administrators, paraprofessionals, school counselors) to ensure access to an effective education for all EB students.											

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H. Apply knowledge of strategies for engaging EB students, their parents/guardians, and their communities in education to foster bilingualism and biliteracy.											
I. Demonstrate knowledge of methods of serving as a resource of ESL knowledge to build capacity for all relevant academic partners who work with EB students (e.g., explaining, modeling, and sharing effective strategies, practices, and information to support EB students).											
J. Demonstrate knowledge of strategies for supporting personal and professional growth (e.g., goal setting, self-reflection, peer evaluation, acquiring new knowledge, staying current on public policies) related to delivering instruction to EB students.											
Competency 002 (Knowledge of Learners and Effective Learning Environments): <i>Apply knowledge of variables that affect the education of EB students and of practices for creating an asset-based learning environment that addresses the affective, linguistic, and cognitive needs of EB students.</i>											
A. Apply knowledge of the effect of the characteristics, assets, and learning goals of specific populations of EB students (e.g., newcomers, long-term EB students, students with interrupted formal education [SIFE], students with disabilities, gifted and talented students) on the education of these students.											

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B. Apply knowledge of the effect of individual variables (e.g., educational and personal experiences, motivation, social development, affective filtering, personal interests) on the education of EB students.											
C. Apply knowledge of the effect of social variables (e.g., values, communication and social practices, learning approaches, socioeconomics) on the education of EB students.											
D. Apply knowledge of the effect of the assets associated with multilingualism (e.g., access to multiple linguistic repertoires, ability to navigate among various perspectives, flexible communication practices) on the education of EB students.											
E. Apply knowledge of linguistically sustaining practices that draw on EB students' funds of knowledge to inform instruction and incorporate aspects of the backgrounds of EB students in instruction.											
F. Implement effective classroom management appropriate for various populations of EB students (e.g., SIFE, dually identified EB students, newcomers, long-term EB students) that promote multilingual and linguistically supportive learning environments.											

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G. Apply understanding of how to internalize ESL resources included in the instructional materials and adapt materials to support students at various language proficiency levels while selecting methods and delivery techniques aligned with CBLI that support the affective, linguistic, and cognitive needs of EB students in all content areas.											
H. Apply knowledge of assessment strategies that provide accurate measurement of the linguistic and academic progress of EB students (e.g., using multiple and alternative measures, conducting ongoing assessment).											
Competency 003 (Language Acquisition and English Language Development): <i>Understand the processes involved in language acquisition; apply knowledge of instructional practices that promote the English language progression of EB students; and apply knowledge of the Texas English language proficiency standards (ELPS), including the five proficiency level descriptors (PLDs) that describe EB students' progression in English language acquisition.</i>											
A. Demonstrate knowledge of theories and concepts related to first- and new-language acquisition and of the processes of first- and new-language acquisition.											
B. Demonstrate knowledge of the elements of language as a system (i.e., phonology, morphology, semantics, syntax, pragmatics, and discourse) to promote the English language development of EB students.											

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<p>C. Apply knowledge of the pragmatic and sociolinguistic features of English (e.g., differences between written and oral communication, adapting language to reflect the relationship between speakers, distinguishing between social and academic language use in classroom settings) to promote the English language development of EB students.</p>											
<p>D. Apply knowledge of key concepts in new-language acquisition (e.g., language and literacy transference, circumlocution, code-switching) and knowledge of cognitive and metacognitive processes (e.g., generalization, categorization, comparison, translanguaging) to promote the English language development of EB students.</p>											
<p>E. Apply knowledge of the cross-curricular English language acquisition student expectations and PLDs described in the ELPS to foster the English language development of EB students.</p>											
<p>F. Apply knowledge of the development of EB students' foundational literacy skills (e.g., phonological awareness, decoding and encoding, cross-linguistic connections between oral language and literacy development).</p>											

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G. Apply knowledge of research-based practices for promoting the English language development of EB students, including providing opportunities for comprehensible input and output, providing appropriate feedback, and integrating target CBLI practices for students to connect content to authentic learning opportunities with the language domains (listening, speaking, reading, and writing).											
H. Apply knowledge of the content of the ELPS, the relationship between the student expectations and the PLDs, the patterns associated with each category of PLD, and the behaviors that EB students exhibit at each level of English proficiency.											
I. Apply knowledge of the characteristics and purposes of various types of assessments designed to measure EB students' English language proficiency and progress in English language oracy and literacy development, as well as methods for interpreting and using assessment results to foster the English language and literacy development of EB students.											
Competency 004 (Content Learning and English Language Development): <i>Apply knowledge of foundational instructional practices that promote the simultaneous English language development and content learning of EB students and of strategies for engaging EB students in scaffolded opportunities to communicate across language domains in the context of content instruction.</i>											

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A. Use knowledge of the Texas Essential Knowledge and Skills (TEKS) and the ELPS to develop content and language objectives, learning units, and lesson plans for EB students that integrate CBLI practices to develop English language acquisition through content knowledge.											
B. Apply knowledge of CBLI practices for making grade-level content-area materials and instruction accessible to EB students at various levels of English language proficiency while also using instructional strategies and appropriate scaffolds.											
C. Apply knowledge of instructional strategies that foster the academic language skills, critical thinking skills, and cognitive development of EB students and of scaffolds that promote the ability of EB students at various levels of English proficiency to process and communicate higher-order thinking.											
D. Apply knowledge of foundational principles related to monitoring EB students' progress in acquiring academic English and content learning (e.g., how to collect high-quality data from multiple content areas and use it to inform instruction, the goals of various types of formal and informal assessments, providing effective feedback).											
E. Apply knowledge of how to promote the development of the receptive English language skills (i.e., listening and reading) necessary for the academic achievement of EB students at various grade levels and English language proficiency levels.											

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F. Apply knowledge of how to promote the development of the expressive English language skills (i.e., speaking and writing) necessary for the academic achievement of EB students at various grade levels and English language proficiency levels.											
G. Apply knowledge of how to facilitate EB students' access to and use of language-related features (e.g., discourse patterns, sentence structures, content-specific vocabulary) specific to foundation and enrichment curricula as described in the ELPS.											
H. Apply knowledge of how to differentiate content-area assignments and assessments according to the English proficiency levels of EB students across all four language domains (listening, speaking, reading, and writing), including providing scaffolds and appropriate linguistic supports and implementing strategies for promoting flexibility in demonstration of content knowledge and skills.											
Competency 005 (Analysis and Response): <i>In a written response, analyze and interpret varying types of data to identify a given EB student's English language acquisition strengths and needs and design appropriate, targeted instruction in English language acquisition.</i>											

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<p>A. Analyze information about a given EB student's English language progression, including data from a variety of formal and informal assessments (e.g., progress monitoring data, student work samples, anecdotal observation notes, teacher and parent/guardian communications), to identify the student's strengths and needs.</p>											
<p>B. Interpret the language progression information to identify instructional strategies for addressing the student's linguistic strengths and needs that are appropriate for the grade level and content area.</p>											
<p>C. Describe how a teacher would most effectively implement the instructional strategies and monitor the progress of the student's linguistic growth in the defined areas of strengths and needs.</p>											