TESOL/NCATE STANDARDS FOR THE ACCREDITATION OF INITIAL PROGRAMS IN

P−12 ESL TEACHER EDUCATION

Draft prepared and developed by the TESOL Task Force on ESL Standards for
P−12 Teacher Education Programs

April 2002

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I. DEVELOPMENT AND REVIEW OF THE STANDARDS

A. Mechanism for Review of the Standards

Specialized Professional Associations (SPAs) must identify mechanisms for the preparation or review of program standards.

B. TESOL's Process in Developing the Standards

TESOL's mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. To this end:

- TESOL articulates and advances standards for professional preparation and employment, continuing education, and student programs.
- TESOL links groups worldwide to enhance communication among language specialists.
- TESOL produces high-quality programs, services, and products.
- TESOL promotes advocacy to further the profession.

In October 1999, the TESOL Board of Directors (BD) appointed a task force to develop standards for P–12 ESL teacher education programs across the nation. The members of the task force at that time were

- Lydia Stack, Bilingual Education and Language Academy, California, Chair
- Mary Lou McCloskey, Georgia State University
- Keith Buchanan, Fairfax County Public Schools, Virginia
- Eric Dwyer, Florida International University
- Candace Harper, University of Florida
- Ana Huerta-Macias, New Mexico State University
- Cheryl Huffman, C. L. Huffman & Associates, Oklahoma
- Natalie Kuhlman, San Diego State University, California
- Beth Witt, Chinle Elementary School, Arizona
- Molly Kirby, TESOL Central Office, Virginia, ex officio; Jason Majesky assumed this position in 2001

Special thanks to Nancy Cloud and Denise Murray for their continued support and efforts in the development of these standards.

Task force members represent

- geographic areas with large and small immigrant populations
- expertise in university teacher education programs
- expertise in elementary and secondary preservice and in-service professional development for ESL and content-area teachers
- expertise in managing P–12 ESL programs
- expertise in developing and monitoring standards
- knowledge of several states' certification requirements

- expertise in bilingual education
- expertise in Native American education
- expertise in cross-cultural education

Upon approval by the TESOL BD and the National Council for the Accreditation of Teacher Education (NCATE), these standards will be used in NCATE's accreditation of P–12 ESL teacher education programs at colleges and universities that apply for such status.

Time Line of Significant Steps in the Process of Developing the Standards

October 1999	The task force held its initial meeting. Boyce Williams and Emerson Elliott addressed the team, which then discussed the background reading for the meeting and established content areas (domains) for the document. The team adopted NCATE's elementary standards as its model. Members also discussed how these standards would fit with principles outlined by the Interstate New Teacher Assessment and Support Consortium, standards established by the National Board for Professional Teaching Standards, the report of the National Commission on Teaching and America's Future, TESOL's (1997) *ESL Standards for Pre-K–12 Students*, and the Australian minimum skills competencies for LOTE (Language Other Than English) Teaching (from Griffith University, Queensland, Australia).
January 2000	A survey conducted at a TESOL teacher training session confirmed that the content areas for the standards document were appropriate and comprehensive.
March 2000	At the TESOL 34th Annual Convention, in Vancouver, Canada, the full task force shared the first draft of three of the five domains.
April 2000	A first draft of the standards for Domains 1–5 was presented at the 31st Annual California/Nevada (CATESOL) State Conference, in Sacramento, California USA. Ten participants shared their feedback on the draft.
June 2000	The task force's plan was described in *TESOL Matters* (June/July 2000, Vol. 10, No. 2, pp. 5, 9), the association newsletter sent to all TESOL members. The article also indicated that drafts would be posted on-line on TESOL's Web site and that feedback was welcome.

The task force met to refine drafts of Domains 1–3 and to review first drafts of Domains 4 and 5 as a full team. |
| October 2000 | Task force members prepared a full draft for posting on TESOL's Web site. |
| November 2000 | Eric Dwyer, Candace Harper, and Mary Lou McCloskey, task force representatives, held a meeting at the Southeast Regional TESOL Conference in Miami, Florida, to solicit additional feedback from professionals to further refine drafts of Domains 1–5. |

January 2001	The first draft was posted on TESOL's Web site, and 1,307 colleagues were specifically notified of the posting.
February 2001	The task force met at the TESOL 35th Annual Convention in St. Louis, Missouri USA, to consider feedback from the Web and hard-copy versions of the first draft and to discuss the draft at an open meeting. Thirty-five TESOL members attended this open meeting.
April 2001	Lydia Stack and Natalie Kuhlman presented the draft standards at a session at the 32nd Annual CATESOL State Conference, in Ontario, California. Ten people attended the session and gave feedback.
May 2001	The second draft was posted on TESOL's Web site. The same groups were notified and encouraged to comment.
	Candace Harper presented the second draft at the 25th Annual Sunshine State Conference, in St. Petersburg, Florida, to obtain input from affiliate members on the domains and performance standards.
	Natalie Kuhlman, task force representative, held a session at the North Dakota Department of Education.
	Molly Kirby, TESOL's member groups coordinator (MGC) and liaison to the task force, retired, and Jason Majesky was hired as the new MGC liaison to the task force and P–12 program review coordinator.
June 2001	The task force met in Chinle, Arizona, for 4 days to consider feedback on the second draft and to draft all segments of the document for the NCATE Specialty Areas Studies Board (SASB).
	The TESOL BD expanded the task force's charge to include development of guidance to institutions documents and training for program reviewers.
October 2001	NCATE and TESOL BD reviewed and approved the final draft of the *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education*. The task force met at TESOL Central Office to begin writing the institutional training documents.
April 2002	The task force presented the final draft of the *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education* at the TESOL 36th Annual Convention in Salt Lake City, Utah USA. The task force also held a workshop at the convention to train NCATE program reviewers.

C. Using Research and Practice Knowledge Base to Develop the Standards

TESOL must present evidence to show how its standards were reviewed and revised, drawing on research, practice, and feedback to obtain consensus. This process must

include input from practitioners, higher education faculty, state education agencies, and other groups as appropriate.

D. Evidence of Research, Input, and Consensus

1. Modes of Presenting and Reviewing the Draft Standards

TESOL invited input on the standards at every step of the development process.

TESOL Affiliate Conferences—During 1999–2001, task force members presented their work in progress in small-group and individual sessions at numerous affiliate conferences in Alabama, California, Florida, Georgia, Michigan, Nevada, North Dakota, Tennessee, Texas, and Virginia.

TESOL Annual Conventions—Open meetings were held at the TESOL 34th Annual Convention in Vancouver, Canada, and the TESOL 35th Annual Convention in St. Louis, Missouri USA.

TESOL Matters—A description of the task force's charge and identification of the five possible domains were published in the June/July 2000 issue of *TESOL Matters* (Vol. 10, No. 2, pp. 5, 9). In the article, TESOL members were encouraged to comment on the five domains selected by the task force and to visit TESOL's Web site to review and offer feedback on draft documents.

TESOL Web Site—The first draft of the standards section was posted on TESOL's Web site in January 2001 for member feedback. The second draft was posted in May 2001.

Targeted Solicitations—Specific groups comprising more than 3,700 experts were solicited for their feedback:

- NCATE Specialized Professional Associations (SPAs)
- NCATE state contacts
- TESOL Board of Directors and past presidents
- TESOL interest sections on Elementary Education, Secondary Education, Bilingual Education, and Teacher Education
- TESOL representative on NCATE's SASB
- TESOL reviewers on NCATE's Board of Examiners
- TESOL U.S. affiliate leaders
- National Association for Bilingual Education (NABE)
- Educational Testing Service
- others

Survey—In April 2001, a survey was conducted among affiliate members at the 32nd Annual CATESOL State Conference in Ontario, California USA, to determine whether the five domains were comprehensive and relevant.

II. Theoretical Framework

A growing number of elementary and secondary schools in the United States are charged with the education of students from linguistically and culturally diverse backgrounds, many of whom speak no or limited English; these students are referred to as ESOL students in the remainder of this document. According to the U.S. Department of Education and a study performed by The George Washington University, in conjunction with the National Clearinghouse for Bilingual Education Center for the Study of Language and Education, the number of ESOL students increased by 69% in the 1990s, and the number of ESOL students is projected to grow to 104.3% by 2002. Whereas previously the vast majority of these students attended urban schools, more and more are now attending schools in suburban and rural settings, thus becoming the responsibility of educators in all regions of the country. The future of these students when they leave school and, arguably, the very future of the nation, depends on how successful schools are in meeting the language and cultural needs of this population. The ultimate success of this challenge depends, in turn, on how effectively teacher education programs are in preparing new teachers to educate these students. It is this challenge that underlies the standards outlined in this document.

The following sections present a selective review of current research and theory that provide the rationale for the teacher education program standards. Considerations of *language*, *culture*, and *assessment* in the development of the ESL teacher education standards domains are treated separately, although it must be acknowledged that any separation of these domains is somewhat arbitrary. Pedagogical considerations are discussed in connection with language, culture, and assessment, and are not treated separately. It is the convergence of these four domains that create professionalism, the sum total of the others.

Considerations of Language and Language Learning

During the past 15 years, research findings and theories developed from those findings have given rise to a significant shift in thinking about the nature of language and language learning and its relationship to academic achievement. These new research-based insights about the nature of language and language learning are fundamental to ESL teacher education. All too often, educational programs for ESOL students in the past focused on teaching language to the exclusion of other aspects of students' development (Genesee, 1993). And yet research on first and second language acquisition during the last two decades indicates decisively that effective language learning does not take place in isolation from other aspects of children's/students' development (Cummins, 1994; Wells, 1986). Rather, it is intimately linked with, constrained by, and contributes to their cognitive and social development. Effective teacher education programs must provide the background that will help new teachers to understand and appreciate these numerous and, at times, complex interrelationships.

With specific reference to language and academic achievement, it is no longer believed that language learning and, therefore, language instruction are effective if they occur in isolation of the academic curriculum. As a result of extensive research on language learning in foreign language immersion programs for English-speaking majority group students (Genesee, 1987), it is now generally recognized that second languages (L2s) are acquired most effectively when they are learned and taught in conjunction with meaningful academic content. Meaningful content provides a motivation for language learning that goes beyond language itself.

Certainly, few school-aged children are interested in learning language for its own sake. Integrating language learning with meaningful and interesting academic content also provides a substantive basis for language learning. In other words, nonlinguistic content provides *cognitive hangers* on which new language structures and skills can be hung. Similarly, authentic communication around academic content provides a real context for learning communicative functions of the new language. In the absence of such authentic communication, language can only be learned as an abstraction devoid of conceptual and communicative substance. The interdependence between language and academic development becomes increasingly important in the higher grades as the mastery of advanced-level academic skills and knowledge becomes increasingly dependent on advanced-level academic language skills.

There is a growing appreciation, again based on research findings, that language is not monolithic and that language proficiency is not unidimensional (Heath, 1986). Researchers who study language in context emphasize that there is considerable variation in the formal and functional characteristics of language from one context of use to another (Cummins, 1994). What constitutes appropriate and effective language use depends on the particular situation. This is equally true within school itself. The language skills that students need for social interaction with their peers and teachers in class and in school at large are different from the language skills needed to function effectively during formal instructional periods. Moreover, it is now widely believed that language form and function vary even across academic domains so that different language skills are needed in a mathematics classroom in comparison to a science or history classroom (Crandall, 1987). The differences include not only specialized vocabulary but also grammatical, discourse, and pragmatic skills that are essential for mastery of and communication about academic subjects. Indeed, the National Council of Mathematics Teachers refers to mathematics as a form of communication. This means that knowing how to use language in one context does not necessarily mean knowing how to use it effectively in another.

These insights about language and language learning have important implications for teacher preparation. ESL (and ideally classroom) teachers charged with the education of ESOL students must understand language as a system of communication, the ways in which it varies as a function of social and academic domains and purposes, and how to plan instruction that will permit ESOL students to learn critical language variations. It also means that ESL teacher candidates must know how to select and use meaningful content as a basis for planning and providing ESL instruction. Planning that incorporates the ESL skills that ESOL students need for dealing with instruction in specific academic domains is a way of respecting the specificity of functional language use as well as a way of ensuring that the language skills taught to ESOL students are useful. If language skills are taught in isolation of the rest of the curriculum, they will not transfer or be useful for coping with academic instruction. Consequently, ESOL students will not benefit fully from academic instruction in their other classes. Teacher candidates must understand the links between academic content and language and how to promote the acquisition of academic language proficiency.

Research also indicates that learning a language (first or second) involves more than learning a linguistic code to label the physical world or to refer to abstract concepts. It entails learning how to use the code in socially appropriate and effective ways (Hymes, 1971; Labov, 1969). Anyone who has learned a second or foreign language as an adult and has tried to use it with native speakers will appreciate that it is not enough to know the words and grammar of the language— you must also know how to use them in socially acceptable ways. This is a complex task. In addition, the specific values, beliefs and relationships that comprise the social life of the group

whose language the child is learning shape the patterns of language usage in that community in complex and important ways (Phillips, 1983; Schieffelin & Ochs, 1986). Thus, it is through the process of learning a language that is embedded in the social life of a community that children learn the values, beliefs, and ways of interacting in that community and, in turn, become members in good standing in that social group. In other words, in learning a language, the developing child becomes a fully functioning and valued member of the community of speakers of that language.

This is equally true for students learning a new language in school. It is now generally accepted that schools socialize students to the values, beliefs, and goals of the dominant culture. Research shows that this is accomplished to a large extent through the patterns of communication and interaction that characterize school life (McKeon, 1994). Indeed, teaching and learning in school entail socially and culturally distinct forms of communication and interaction (Diaz, Moll, & Mehan, 1986). Thus, the social environment of the school is important for ESOL students because it provides an interpersonal context for learning language that goes beyond language itself and beyond the academic curriculum. It gives social meaning to the patterns of language use in the school and offers social rewards to those who adapt to it successfully. To become fully functioning and valued members of the school and broader community (the ultimate goal of education), ESOL students must learn the sociolinguistic norms of the school and of the broader community of which the school is a part. Indeed, their success as students and ultimately as adults depends on their acquisition of the social and linguistic codes that constitute language.

Taken together, these views of language and language learning derived from research mean that language learning and, therefore, language teaching in school cannot take place in isolation if they are to be useful and successful. They must be integrated with the academic and social development of ESOL students. From the student's point of view, learning ESL in school should be seen as a means to achieving social integration and academic success, not as an end in itself. Otherwise, the motivation to learn English in school will be seriously undermined. From the teacher's point of view, instruction for ESOL students must be seen as the means for achieving these goals in school. This means that ESL teacher candidates must know how to provide the social as well as academic language skills that ESOL students need to integrate academically and socially with native-English-speaking (NS) students in the school. The measure of success at accomplishing this integration can be found in the general academic achievement of ESOL students AND in their social integration into the academic and nonacademic activities of the school.

Considerations of Culture

Effective instruction is developmental. It builds on the skills, knowledge, and experiences that students acquire prior to coming to school and while they are in school, and it extends and broadens their skills and experiences in developmentally meaningful ways throughout the school years. In other words, the starting point for planning and delivering instruction is the student. Thus, the pedagogical approach of choice when working with ESOL students should be first and foremost *student centered*. From the ESL teacher's point of view, planning and providing instruction on the basis of ESOL students' existing competencies and using experiences and knowledge that are familiar to ESOL students provides a solid foundation for extending their skills and knowledge in new directions. From the ESOL student's point of view, learning on the basis of established skills and known experiences provides a reassuring context in which to acquire new skills and concepts.

It is widely accepted that there are significant individual differences among students, even within the same cultural and linguistic groups. Such variation reflects the cumulative influences of constitutional and experiential factors, such as socioeconomics, nutrition, and culture. To be developmentally meaningful, instruction for ESOL students must, therefore, also be *individualized* to take account of important differences among ESOL learners.

The backgrounds of ESOL students from minority cultural groups are clearly *different* from those of students from the majority language/cultural group in U.S. schools. These differences are often viewed as posing academic problems for ESOL students because the schools they attend are based on and reflect the backgrounds of students from the dominant culture. Although those who take this position do not consciously characterize ESOL students as deficient, they often view them as ill prepared for mainstream schooling. In effect, some educators and policymakers have all too often used the difference view euphemistically as a substitute for the earlier, unfounded *deficit* view (Bernstein, 1972). Even if it does not imply deficits in the backgrounds of ESOL students, the difference view calls for changes in ESOL students and their families if the mismatch between home and school is to be redressed. Most importantly, the difference perspective fails to provide substantive insights into the specific characteristics of ESOL students, their families, and the communities in which they live that might have a positive impact on their schooling. Thus, it is pedagogically empty.

Recent research in a variety of social and cultural communities has come a long way toward broadening our knowledge and understanding of specific patterns of language, social, and cognitive development in families and communities with diverse sociocultural characteristics (Heath, 1986; Phillips, 1983; Schieffelin & Eisenberg, 1984; Schieffelin & Ochs, 1986). The findings from this research have revealed rich and complex patterns of social interaction, language use, and cultural learning. More specifically, research evidence indicates that students from language minority backgrounds have often had linguistic and cultural experiences in their communities that, as Pease-Alvarez and Vasquez (1994) point out, have been enriched by the home culture, the dominant group culture in which they live, and the multiculturalism that inevitably results from contact and interaction between minority and majority groups in a pluralistic society. In other words, far from being impoverished, deficient, or merely different, the out-of-school experiences of ESOL students are immensely rich and complex. As a result, ESOL students acquire rich funds of knowledge that they bring to school (Moll, Amanti, Neff, & González, 1992).

Research indicates that earlier views that advocated educational programs that sought to remediate or compensate for developmental deficiencies in ESOL students are misguided because these deficiencies are often nonexistent. Moreover, educational views that aim to minimize differences between the cultures of ESOL students and mainstream schools are educationally wasteful because they ignore the capabilities and knowledge that ESOL students bring with them to school. To the contrary, research indicates that the developmentally sound and *pedagogically optimistic* approach (Diaz, et al., 1986) is to encourage development of the home language and culture of ESOL students where possible in school, and to use the linguistic, cognitive, and sociocultural resources that they bring to school as a basis for planning the formal education in English (Dolson, 1985). Thus, teacher candidates must know how to become knowledgeable about and comfortable with the cultural communities in which their ESOL students grow up and live.

Generally speaking, U.S. schools reflect the knowledge and assumptions held by educational authorities about the experiences and backgrounds of students from the majority cultural group (McGroarty, 1986). Indeed, most public education is based on systematic research on the development and experiences of these children (Heath, 1986). Education can thus be said to be developmentally sensitive to and culturally appropriate for students from the majority culture. For education to be appropriate and sensitive to ESOL students, it is necessary for educators to refocus their attention to also take into account significant background and learning factors particular to the development of these students (McGroarty, 1986). Variation in the background of ESOL students is likely to be extensive, given the considerable diversity among their first languages (L1s), their level of ESL proficiency, their previous educational experiences, their medical conditions, the circumstances in which they live or have come to live in an English-speaking community, and so on. Because ESOL students' backgrounds are so diverse and probably unfamiliar to educators who are not members of these cultural groups, ESL teachers who work with ESOL students must actively seek to know and understand the backgrounds of these students in order to plan effective instruction for them. ESL teacher candidates must know how to do this.

Considerations of Assessment

Effective and appropriate assessment of ESOL students, and of instruction intended for ESOL students, shares important fundamental characteristics with assessment of all students and of instruction intended for mainstream students (Cloud, Genesee, & Hamayan, 2000)—it serves the same basic goals (see Table 1) and it has the same essential qualities (see Table 2). ESL teacher candidates must have a thorough understanding of the diverse goals and multiple qualities of effective assessment, why these goals are important, and how to operationalize them in assessing ESOL students. At the same time, there are a number of ways in which assessment of ESOL students and of instruction intended for ESOL students differ. Some of these are listed in Table 3. Most of these differences are associated with the assessment of language proficiency.

TABLE 1

ALTERNATIVE GOALS OF ASSESSMENT

The alternative goals of assessment are to
- demonstrate to others that students are learning as expected
- monitor student progress in order to plan appropriate instruction
- understand students' learning styles, learning strategies, interests, attitudes, motivations, and relevant background factors that might impinge on classroom learning
- engage students in self-assessment so that they take active responsibility for their own learning

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TABLE 2

QUALITIES OF EFFECTIVE ASSESSMENT

Effective assessment is
- linked to instructional objectives and methods
- designed to optimize student performance
- developmentally appropriate
- based on performance criteria that are clearly defined and communicated to students
- authentic
- ongoing
- planned

First of all, ESL teachers must be able to distinguish between students' language proficiency and their competence in the subject matter being taught, at least during the early stages of second language acquisition (SLA). NS students, who are educated through the medium of English, already have considerable proficiency in the language of instruction when they begin school, although even these students continue to develop their language skills for academic purposes in school. These students generally have sufficient proficiency in English to express what they are learning in their school subjects. In contrast, ESOL students, who are learning through the medium of ESL, often initially lack even rudimentary language skills in English. As a result, they can be challenged to express through language what they are learning in the content areas. ESL teacher candidates must be able to assess ESOL students' academic achievement during the initial stages of learning using methods that require only basic skills in the target language. As ESOL students progress into the higher grades, they must acquire the specialized language skills that are integral to mastery of and communication about advanced academic subject matter, for example, in math and science. ESL teacher candidates must be able to assess their proficiency in these specialized language skills in order to determine if they are acquiring the advanced academic language skills that are a critical aspect of those subjects. ESL teacher candidates must know, understand, and be able to use a variety of assessment techniques that will serve the varied educational levels and language needs of ESOL students.

TABLE 3

**DISTINCTIVE FEATURES OF ASSESSMENT OF
AND FOR ESOL STUDENTS**

Assessment of ESOL students should
- distinguish between students' language proficiency and their academic achievement
- monitor students' proficiency in language for both academic and social purposes
- assess students' sociocultural competence with respect to language use and social interaction in the target language
- be culturally appropriate

Second, whereas other teachers can assume that their students have already acquired or will acquire, without instruction, the social language skills they need to interact effectively with other students and adults in (and outside) school, this is not necessarily the case for ESOL students. Some ESOL students may lack even basic social skills in English and, thus, they may have difficulty interacting with mainstream students. ESL teacher candidates must be able to monitor their students' proficiency in the social uses of English in order to identify those aspects of social discourse where students need systematic instruction. Thus, in addition to monitoring and planning for ESOL students' acquisition of academic language skills, ESL teacher candidates must also know how to monitor the students' language skills in social situations so that they can plan for development in this domain of language use.

Third, whereas mainstream students who are educated through their L1 learn the sociocultural norms associated with social interaction and language use, this is often not the case for ESOL students. ESL teacher candidates must know how to assess ESOL students' sociocultural competence with respect to language use and social interaction and to identify gaps in their sociocultural development and assist them in learning relevant norms and customs.

A fourth aspect of assessment of and for ESOL students that is different from assessment for mainstream students is that it must be sensitive to cultural differences. This can even be an issue among NSs from different cultural backgrounds (e.g., English-speaking African American, Asian American, or Hispanic). ESL teacher candidates must know how to identify and take account of cultural differences among ESOL and NS students when planning and interpreting assessment. Table 4 summarizes some of these variables. ESL teacher candidates should be familiar with these and other such variables and know how to adapt their assessment methods to accommodate such factors for students from different cultural backgrounds. Clearly, ESL teacher candidates need to know a variety of assessment methods and how to use them creatively to meet their diverse and changing assessment needs.

TABLE 4
CULTURAL VARIABLES IN ESL ASSESSMENT

- **Wait time**: ESOL students from some cultural groups require longer wait times than NS students from majority cultural backgrounds.
- **Individual or group response**: ESOL students from some cultural backgrounds prefer to respond to teachers' questions or calls for displays of knowledge as part of the entire group; they are reluctant to give individual responses because they think it is inappropriate. Some students also prefer to work with their fellow students to formulate a response to a teacher's questions. This is frowned on by Anglo-American culture but is highly valued and preferred by many other cultural groups.
- **Feedback**: Whereas English-speaking students from the majority culture like to receive individual and public praise from the teacher, ESOL students from some cultures are deeply embarrassed by such praise; they do not expect public or explicit praise from the teacher.
- **Eye contact**: In contrast to students from the dominant Anglo-American culture who are taught to look directly at adults when being spoken to, ESOL students from many cultures are taught that direct eye contact with adults is inappropriate and is a sign of impertinence.
- **Guessing**: Some ESOL students will not give the answer to a question unless they are certain that they are accurate; Anglo-American students are generally comfortable with guessing.
- **Question & Answer format**: Some ESOL students may not understand or have had prior experience with certain question and/or answer formats; for example, they may not understand how to fill in black bubbles often used in multiple-choice question formats.
- **Volunteering**: ESOL students from many cultural groups are very uncomfortable showing what they know by volunteering a response or initiating interaction with the teacher; such behavior is seen to be bragging and showing off. Chorale or group responding can be used to circumvent this cultural preference.

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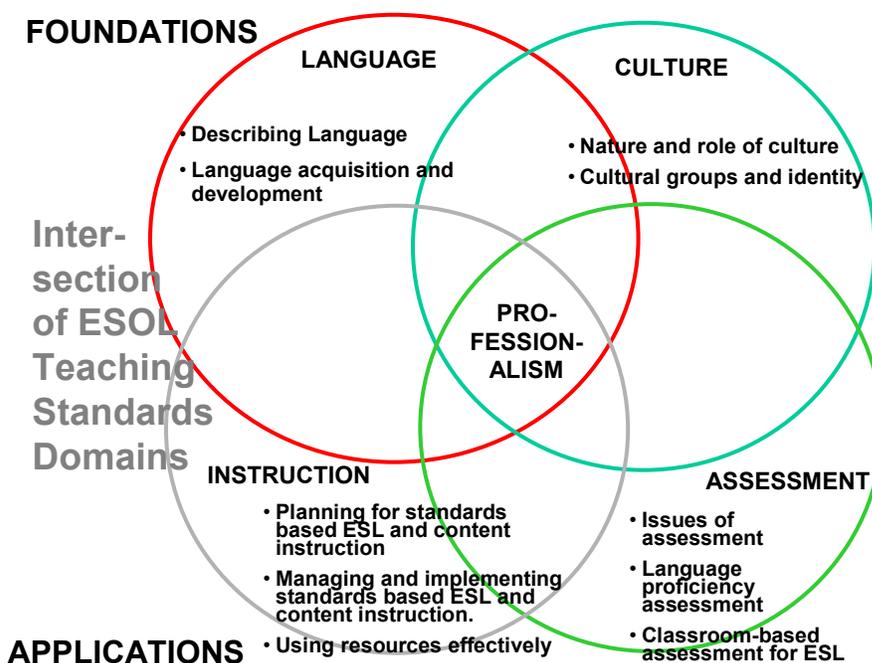
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III. Organization of Standards

The standards are organized around five domains: Language, Culture, Instruction, Assessment and the core, which is Professionalism. Each of the domains are further divided into Standards. There are a total of 13 standards. The standards themselves are divided into performance indicators. These indicators are to help you identify evidence of candidate performance. These performance indicators can be met at three proficiency levels:

- **Approaches Standard.** Candidate has knowledge about subject content, but does not yet adequately apply it to the classroom.
- **Meets Standard.** Candidates demonstrate the dispositions, knowledge, and skills to effectively teach ESOL learners. Candidates apply that knowledge within the classroom and other professional teaching situations.
- **Exceeds Standard.** Teacher candidates consistently display dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It is expected that teacher candidates who exceed standards would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under "English as a New Language."

Below is a visual representation of how the five domains and standards are interrelated.

FOUNDATIONS

LANGUAGE

- Describing Language
- Language acquisition and development

CULTURE

- Nature and role of culture
- Cultural groups and identity

Inter-section of ESOL Teaching Standards Domains

PRO-FESSION-ALISM

INSTRUCTION

- Planning for standards based ESL and content instruction
- Managing and implementing standards based ESL and content instruction.
- Using resources effectively

ASSESSMENT

- Issues of assessment
- Language proficiency assessment
- Classroom-based assessment for ESL

APPLICATIONS

IV. TESOL STANDARDS FOR P–12 ESL TEACHER EDUCATION PROGRAMS

Domain 1: Language

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 1: Language

Introduction
Standard 1.a. Describing language
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Standard 1.b. Language acquisition and development
Supporting explanation
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Resources for this domain

Standard 1.a. Describing Language

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Supporting Explanation

Candidates need a conscious knowledge of language as a system in order to be effective language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers use this knowledge to develop appropriate goals and a wide variety of techniques for teaching ESOL students to listen, speak, read, and write so that students may communicate effectively in English and monitor their own use of language.

Candidates understand the ways in which languages are similar and different. Candidates identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand the elements of an L2 that tend to be acquired in developmental stages as well as the effect that one's L1 may have on learning an L2.

Candidates relate their knowledge of English to languages commonly spoken by their students. Candidates build on similarities between English and students' home languages, and anticipate difficulties that learners may have with English. Candidates identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. Candidates understand the role and significance of errors as a sign of language learning and plan appropriate classroom activities to assist ESOL students through this process.

Candidates apply knowledge of language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang. Candidates serve as good models of language and use a range of instructional approaches in response to learners' different needs as they pertain to the effective and progressive development of ESL.

Rubric for Standard 1.a.
Describing Language

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
1.a.1. Apply knowledge of phonology (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.	• Candidates understand elements of phonology and recognize stages of phonological development in ESOL learners. • Candidates recognize and can describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students. • Candidates understand the nature and importance of phonemic awareness and of sound-symbol correspondence with respect to early literacy development.	• Candidates apply knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how ESOL students' L1 and identity may affect their English pronunciation. • Candidates develop contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills. • Candidates incorporate a variety of instructional techniques to assist ESOL students in developing phonemic awareness as well as other reading skills.	• Candidates help ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology.
1.a.2. Apply knowledge of morphology (the structure of words) to assist ESOL students' development of oral and literacy skills in English.	• Candidates understand how morphemes are combined to form words in English and recognize stages of morphological development in ESOL learners. • Candidates recognize and can describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students. • Candidates understand the role of morphological cueing systems and cognates in reading and writing.	• Candidates apply knowledge of developmental and contrastive morphology to facilitate ESOL students' acquisition of English oral and literacy skills. • Candidates design contextualized activities to provide input and practice of patterns of English word formation.	• Candidates assist ESOL students in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon.
1.a.3. Apply knowledge of syntax (phrase and	• Candidates understand that sentences are	• Candidates design contextualized	• Candidates help ESOL students develop

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sentence structure) to assist ESOL students in developing written and spoken English.	composed of ordered sets of words and that the components and order of these sets are rule governed and help determine meaning. • Candidates identify the major syntactic structures of English. • Candidates recognize stages of syntactic development among ESOL learners. • Candidates identify basic aspects of English syntax and can explain how these are similar to and different from syntactic structures of languages commonly spoken by their students.	instruction to help ESOL students understand, notice, use, acquire, and practice English syntactic structures. • Candidates draw on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students' ability to use English syntactic structures. • Candidates recognize and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.	effective strategies to monitor their own syntactic structures in spoken and written form.
1.a.4. Apply understanding of semantics (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.	• Candidates understand the system of semantics and have reasonable expectations for ESOL students' semantic and lexical development. • Candidates recognize differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas. • Candidates understand how cognates and false cognates, idioms, and other nonliteral expressions can affect ESOL students' understanding and acquisition of spoken and written English.	• Candidates apply knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English. • Candidates design instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language. • Candidates provide ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.	• Candidates help ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form.
1.a.5. Apply knowledge of pragmatics (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a	• Candidates recognize language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial	• Candidates help ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused	• Candidates help ESOL students develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes.

variety of purposes in spoken and written language, and in formal and informal settings.	expressions), slang, colloquial expressions, humor, text style, and organization. • Candidates understand these pragmatic variations with respect to spoken and written contexts.	feedback. • Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.	
1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.	• Candidates distinguish language (e.g., vocabulary, grammar, and discourse structures) marking social versus academic discourse in written and spoken language. • Candidates understand and respect different cultural norms for the use of academic and social behavior.	• Candidates explain specific examples of social and academic language, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts. • Candidates design contextualized instructional activities using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.	• Candidates help ESOL students monitor their own social and academic language and help them develop effective strategies for using spoken and written language independently.
1.a.7. Demonstrate ability to help ESOL students acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.	• Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English. • Candidates understand that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ESOL students differ from English. • Candidates understand why English spelling is difficult for ESOL students, noting that differences in orthographies exist in terms of character to phoneme, grapheme to meaning/pronunciation, and character to syllable representation. • Candidates understand the role of various	• Candidates identify current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics. • Candidates design contextualized activities that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling, punctuation, capitalization, and text organization in English. • Candidates understand the impact that learning a new orthography and writing conventions have on ESOL students' progress in learning how to read and write in English and assist students as appropriate.	• Candidates help ESOL students develop strategies to monitor their own use of English genres, discourse structures, and writing conventions.

	cueing systems in literacy (e.g., letter shape, word, phrase, sentence context, and story structure).		
1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL students bring in order to extend their linguistic repertoire.	• Candidates understand the nature and role of dialect variation.	• Candidates build on English dialects that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.	• Candidates help ESOL students develop metalinguistic awareness and the ability to use language purposefully and creatively.
1.a.9. Locate and use linguistic resources to learn about the structure of English and of students' home languages.	• Candidates understand that resources describing linguistic features of English and of their students' languages exist and are available in print and electronic media.	• Candidates locate and use resources that describe the specific linguistic traits of English and of their ESOL students' home languages.	• Candidates help ESOL students locate resources that describe linguistic elements of English, and help these students apply this information to their learning.
1.a.10. Demonstrate proficiency in English and serve as a good language model for ESOL students.	• Candidates demonstrate proficiency in most aspects of English.	• Candidates demonstrate proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.	• Candidates serve as good English and home language models for ESOL students.

Standard 1.b. Language Acquisition and Development

Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Supporting Explanation

Candidates understand the importance of language in the classroom and are able to create a language-rich learning environment to foster L1 and L2 development among ESOL students. Candidates understand the communicative, social, and constructive nature of language and provide regular opportunities for meaningful interaction in the classroom. Candidates are able to use linguistic scaffolding to aid ESOL students' comprehension and production. Candidates understand the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ESOL students are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills.

Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from behaviorist to cognitive and social interactionist perspectives. Candidates are familiar with key research in SLA (e.g., research into developmental stages and sequences, the effects of instruction and feedback, the nature and role of universal grammar, the role of L1 transfer, L2 input, and communicative interaction), and are able to apply these findings in the classroom. Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2.

Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development. Candidates are familiar with developmental stages and understand that errors are often signs of language learning. Candidates understand the sources of many types of errors and know when and how to provide appropriate feedback for learners' developing language. Candidates understand the long-term nature of the language learning process and hold high expectations for ESOL learners with appropriate challenges and support.

Candidates understand the important foundation set by the home language; the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2. Candidates understand that ESOL students come to class with previously developed language skills and, whenever possible, candidates extend and use a student's L1 as a resource for learning the new language and for learning in other areas. Candidates understand that proficiency in an L2 (or subsequent language) does not have to come at the cost of the L1. Candidates understand the sociocultural variables affecting the learning of an L2 and the maintenance of an L1. Candidates understand the systematic nature of code switching, and know that code switching is a rule-driven communication strategy used for filling in gaps in the lexicon in the L2 as well as for building community, expressing identity, and participating in social interaction.

Candidates understand the role that *variables* such as identity and affect play in L2 development. Candidates are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available.

Candidates understand the dimensions of language proficiency and are able to assist ESOL learners in developing sophisticated academic language skills as well as socially appropriate language skills in English language arts and other content areas. Candidates understand that although L1 literacy (reading and writing) typically follows oral language development, L2 literacy learning may be integrated with oral and skills development. Candidates provide a text-rich environment in which ESOL students are encouraged to read and express themselves in writing, regardless of their level of fluency or formal accuracy. Candidates encourage and assist ESOL students in developing learning strategies that will help with their continued language and content-area development.

Rubric for Standard 1.b.
Language Acquisition and Development

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
1.b.1. Provide rich exposure to English.	• Candidates attempt to ask a range of question types of ESOL students. • Candidates read to students and display materials that develop concepts and vocabulary and reinforce ESOL student language learning.	• Candidates serve as good language models of English and provide many different types of English language experiences in the classroom. • Candidates provide a text-rich environment and display ESOL student-related and created text at every opportunity.	• Candidates establish and maintain an inquiry-based classroom, where ESOL students are provided with rich models of oral and print language and are encouraged to experiment with and extend their use of English.
1.b.2. Provide comprehensible input and scaffolding.	• Candidates establish classroom routines. • Candidates occasionally provide nonlinguistic context to aid comprehension. • Candidates make limited attempts to modify language use for ESOL students' comprehension.	• Candidates establish a range of predictable classroom routines. • Candidates regularly provide nonlinguistic contexts, such as visuals, gestures, demonstrations, and hands-on experience. • Candidates provide linguistic support, such as increased wait time, repetition, paraphrase, and comprehension checks, as well as restricted use of asides, slang, and idiomatic expressions.	• Candidates teach strategies that ESOL students can use for understanding input. • Candidates encourage and provide frequent opportunities for ESOL students to monitor their own comprehension.
1.b.3. Provide opportunities for meaningful interaction.	• Candidates allow limited opportunities for ESOL student interaction.	• Candidates structure regular pair and cooperative group activities to allow ESOL students to practice using language to negotiate meaning.	• Candidates provide multiple opportunities for all students to engage in instructional conversations, in which ESOL students regularly learn through interactions with the teacher and among themselves.

1.b.4. Create a secure, positive, and motivating learning environment.	• Candidates establish a generally positive learning environment. • Candidates take steps to reduce ESOL learners' initial anxiety.	• Candidates establish and maintain a warm and positive environment in which ESOL students are actively involved and encouraged to take chances, make mistakes, and extend their learning. • Candidates provide all students with opportunities to succeed and build self-esteem. • Candidates use materials that relate to all students' lives inside and outside the classroom.	Candidates establish a community of learners in which all members (including the teacher) are considered part of the learning process and must take chances and make mistakes in order to learn. • Candidates build the curriculum around all students' interests. • Candidates vary their instruction to suit different learners' needs. • Candidates involve students' families and communities.
1.b.5. Understand and apply current theories and research in language and literacy development.	• Candidates understand some aspects of language and literacy development.	• Candidates understand and apply their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice, and focused feedback opportunities for ESOL learners.	• Candidates use their understanding of language and literacy development theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.
1.b.6. Recognize and build on the processes and stages of English language and literacy development.	• Candidates acknowledge differences among ESOL students' language and literacy development.	• Candidates assess and build on ESOL students' learning processes and stages of L2 development, providing sufficient language input, feedback, and opportunities to use and extend the new language. • Candidates vary the types of questions, activities, and assessments so that ESOL learners at different levels of language and literacy development are able to participate meaningfully in instruction. • Candidates integrate instruction in oral language and literacy skills, reflecting the interdependent nature	• Candidates carefully monitor and plan language and content-area instruction for ESOL students based on each student's individual stage of interlanguage development. • Candidates encourage ESOL students to accept responsibility for and take ownership of their learning. • Candidates reflect on the conditions and processes of language teaching and learning, and conduct action research in their own classrooms.

		of language and literacy development.	
1.b.7. Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.	• Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class.	• Candidates understand the importance of ESOL students' home language and encourage families to use their strongest language with their children at home. • Whenever possible, candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.	• Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class. • Candidates use the home language in the classroom to support literacy and content learning.
1.b.8. Understand and apply knowledge of sociocultural and political variables to facilitate the process of learning English.	• Candidates acknowledge the sociocultural and political variables within a community of ESOL learners.	• Candidates understand the complex social and political nature of learning an L2 in school. • Candidates apply knowledge of sociocultural and political variables to inform instruction and improve communication with ESOL students and their families.	• Candidates understand ESOL students' and their families' hopes and expectations for their life in the United States and show empathy for their ESOL learners' current home situations and past immigration experiences. • Candidates serve as advocates for their ESOL students in and out of school.
1.b.9. Understand and apply knowledge of the role of individual learner variables in the process of learning English.	• Candidates recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).	• Candidates know their ESOL students and understand that individual variables can have important effects on the process and level of L2 learning. • Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. • Candidates vary their teaching style to accommodate students' different	• Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ESOL learners. • Candidates assist ESOL students in monitoring their own learning.

		learning styles.	
1.b.10. Provide appropriate instruction and feedback.	• Candidates acknowledge and understand the nature of ESOL learner errors.	• Candidates understand and monitor patterns in ESOL student language errors and design instructional activities to meet learners' needs at appropriate times. • Candidates provide individual, focused feedback appropriate to learners' needs.	• Candidates regularly plan a variety of instructional tasks and forms of feedback based on ESOL students' individual and group needs. • Candidates help ESOL students self-monitor and provide effective feedback for peers.
1.b.11. Help ESOL students to communicate in socially and culturally appropriate ways.	• Candidates understand that ESOL students need to be able to communicate in diverse social settings.	• Candidates provide adequate and appropriate tasks, materials, and language support to help ESOL students communicate successfully in socially and culturally appropriate ways.	• Candidates help ESOL students understand the importance of being able to interact appropriately in multiple social settings. • Candidates model strategies that ESOL students can use to monitor their own communicative competence in diverse settings.
1.b.12. Help ESOL students develop academic language proficiency.	• Candidates acknowledge the academic language needs of ESOL students.	• Candidates identify ESOL learners' academic language needs and provide appropriate instruction and support. • Candidates teach essential vocabulary, grammatical, and discourse structures within the context of authentic texts. • Candidates help ESOL learners discuss, read, and write about cognitively demanding concepts.	• Candidates continuously monitor ESOL students' academic language development and plan academic instruction with students' individual needs in mind. • Candidates provide a range and depth of exposure to and opportunities to use academic language (e.g., vocabulary, sentence, and discourse structures). • Candidates emphasize learning strategies necessary for learning and expressing academic content.

1.b.13. Help ESOL students develop effective language learning strategies.	• Candidates understand the importance of language learning strategies for ESOL students.	• Candidates model, teach, and help ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks.	• Candidates systematically plan academic content-area instruction for ESOL students to include content, language, and learning strategy objectives.

Resources for Domain 1

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Domain 2: Culture

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.

Standard 2.a. Nature and Role of Culture. Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Domain 2: Culture

Introduction
Standard 2.a. Nature and Role of Culture
Supporting explanation
Rubric
Standard 2.b. Cultural Groups and Identity
Supporting explanation
Rubric
Resources for Domain 2

Standard 2.a. Nature and Role of Culture

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Supporting Explanation

To enhance the learning of their students, candidates draw on their knowledge of the nature, role, and content of culture. The nature and role of culture encompass such topics as cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, the interrelationship between language and culture and the effect of this relationship on learning, and the impact of geography on cultural forms and practices. The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, and individual versus group). From this knowledge base, candidates draw valid conclusions about cultural differences to design learning environments that support individual student learning.

Rubric for Standard 2.a.
Nature and Role of Culture

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicators	Approaches Standard	Meets Standard	Exceeds Standard
2.a.1. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.	• Candidates are aware that cultural values and beliefs have an effect on ESOL student learning.	• Candidates teach using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.	• Candidates consistently design and deliver instruction that incorporates cultural concepts. • Candidates foster student and family appreciation of various cultural values and beliefs.
2.a.2. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.	• Candidates are aware that racism and discrimination have effects on ESL teaching and learning.	• Candidates design and deliver instruction that includes antibias materials and develop a classroom climate in which antiracism, antibias, and antistereotyping are purposefully addressed.	• Candidates consistently use an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.
2.a.3. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.	• Candidates are aware of effective home/school communication. • Candidates recognize the importance of family participation and support in their child's education.	• Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students' families. • Candidates design and employ activities that welcome and inform families and that encourage participation and support in their child's education. • Candidates design and conduct classroom and school events that encourage participation of families and community cultural leaders.	• Candidates communicate in a culturally responsive and linguistically appropriate manner with students' families. • Candidates establish ongoing partnerships with the community's adults and leaders by including them in curriculum and classroom activities.
2.a.4. Understand and apply concepts about the interrelationship between language and culture.	• Candidates are aware of the links between language and culture.	• Candidates' choice of techniques and materials reflect their sensitivity of the interdependence of	• Candidates consistently integrate cultural issues when teaching ESL. • Candidates prepare

		language and culture (e.g., different cultures express numbers and colors differently.)	students to independently extend their knowledge about one another's languages and cultures. • Candidates act as facilitators to help students transition between the home culture and language and the U.S./school culture and language.

Standard 2.b. Cultural Groups and Identity

Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Supporting Explanation

Candidates consider diversity an asset and respond positively to it. Candidates recognize that every student comes to school with a language and culture and that that language and culture interact and form the student's identity. Candidates further recognize that students' identity is tied closely to students' sense of self-worth, which frequently is correlated to their academic achievement. Candidates know that all students can learn when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice.

As candidates create meaningful language learning experiences they also develop students' cross-cultural competence by comparing and contrasting ways in which cultures and social groups are similar and different. Candidates know, understand, and use the nature of cultural diversity and migration and immigration in the United States to improve the achievement and language development of students. Candidates must continually learn about the various factors of their students' backgrounds and add to their repertoire of teaching techniques in order to meet the diverse needs of all their students.

Rubric for Standard 2.b.
Cultural Groups and Identity

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
2.b.1. Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.	• Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding.	• Candidates use a range of resources about major cultural groups to design and deliver instruction. • Candidates integrate different ways of learning and different cultural perspectives into their ESL curriculum and instruction.	• Candidates continually expand their knowledge of their students' cultures and consistently integrate knowledge of cultural groups into their teaching.
2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.	• Candidates are aware that ESOL students' cultural identities will affect their learning.	• Candidates plan and deliver instruction that values and adapts for students' different cultural perspectives.	• Candidates consistently provide in-class opportunities for students and families to share and apply their cultural perspectives to learning objectives.
2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.	• Candidates are aware that cultural conflicts and home-area events affect interpersonal classroom relationships and ESOL student learning.	• Candidates teach cross-cultural appreciation by modeling impartial attitudes toward cross-cultural conflicts and establishing high expectations of ESOL students' interactions across cultures. • Candidates integrate conflict resolution techniques into their instruction.	• Candidates provide regular, ongoing opportunities for students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.
2.b.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.	• Candidates are aware of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on ESOL students' learning.	• Candidates use knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate ESOL teaching strategies and learning objectives.	• Candidates continually add to their repertoire of instructional techniques to meet the needs of students with diverse backgrounds.
2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.	• Candidates are aware of immigration history and patterns in the United States.	• Candidates use U.S. immigration history and patterns to understand and teach ESL student	• Candidates embed knowledge of U.S. immigration history and patterns throughout their

		populations.	teaching of ESOL students.

Resources for Domain 2

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Domain 3: Planning, Implementing, and Managing Instruction

Candidates know, understand, and use 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.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 3: Planning, Implementing, and Managing Instruction

Introduction
Standard 3.a. Planning for Standards-Based ESL and Content Instruction
Supporting explanation
Rubric
Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction
Supporting explanation
Rubric
Standard 3.c. Using Resources Effectively in ESL and Content Instruction
Supporting explanation
Rubric
Resources for Domain 3

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Supporting Explanation

Candidates plan their classrooms as supportive, positive climates for language learning. They model positive attitudes and interactions toward those who are different from themselves and assist students to build respect for their classmates and to listen and consider others' perspectives. Language-building activities are planned for student-centered learning, where students contribute ideas for themes and projects. Cooperative learning and flexible grouping are included.

Candidates use assessment of students' knowledge with multiple measures (see Domain 4) and provide for their students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. They plan from specific ESL and content, standards-based objectives but include multiple ways of presenting content. Candidates collaborate with content-area teachers to ensure that ESOL students access the whole curriculum while learning English. Candidates plan for a variety of instructional techniques for students with limited formal schooling (LFS) based on collaborative decisions with colleagues. They plan for specific instruction in a variety of settings in which students may first learn concepts of print and subsequently join other groups of students, where they may demonstrate their skills and continue to learn with peers.

Rubric for Standard 3.a.
Planning for Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.a.1. Plan standards-based ESL and content instruction.	• Candidates are aware of standards-based ESL and content instruction.	• Candidates plan standards-based ESL and content instruction.	• Candidates inform and work with their colleagues to plan standards-based instruction.
3.a.2. Create environments that promote standards-based language learning in supportive, accepting classrooms and schools.	• Candidates recognize ESOL students' various approaches to learning. • Candidates are knowledgeable about effective program models, including those that are standards based.	• Candidates establish classroom routines during which students demonstrate appreciation for one another. • Candidates implement standards-based programs and instructional models appropriate to student needs.	• Candidates systematically plan ESL and content instruction that is student centered. • Candidates plan lessons such that students can meet learning objectives and assist one another.
3.a.3. Plan students' learning experiences based on assessment of language proficiency and prior knowledge.	• Candidates are aware of students' language proficiency and prior knowledge when planning ESL and content-learning activities. • Candidates understand that different cultures approach the education of children in different ways.	• Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. • Candidates use students' prior knowledge in planning ESL and content instruction.	• Candidates plan multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.
3.a.4. Provide for particular needs of students with limited formal schooling (LFS) in their L1.	• Candidates identify communication strengths of LFS students. • Candidates plan a few teaching strategies appropriate for LFS students.	• Candidates plan ESL and content instruction to meet reading and writing needs of LFS students in ESL and content areas. • Candidates plan visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences. • Candidates plan assessment of LFS students' competence with text. •Candidates plan communication that LFS students will understand.	• Candidates plan ways to motivate and guide LFS students to successful academic experiences. • Candidates plan learning tasks specific to the needs of LFS students.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Supporting Explanation

Candidates view language and content learning as joint means to achieve ESOL students' academic and language development goals. They understand that language is developed most effectively in meaningful contexts and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based.

ESL teachers at all grade levels provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. They also design activities and provide materials that build strengths in each skill area while also supporting and extending strengths in other skill areas.

Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments based on student interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas.

Rubric for Standard 3.b.
Managing and Implementing Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that candidate has also met the criteria under *Approaches Standard*; *Exceeds Standards* assumes that candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.b.1. Organize learning around standards-based subject matter and language learning objectives.	• Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels.	• Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks.	• Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material.	• Candidates are aware of the need for authentic uses of language in ESL and content-area learning and the need to design activities and assessments that incorporate both.	• Candidates incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.	• Candidates design authentic language tasks, as students access content-area learning objectives. • Candidates collaborate with non-ESL classroom teachers to develop authentic uses of language and activities in content areas.
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	• Candidates are aware that integrated learning activities build meaning through practice.	• Candidates provide integrated learning activities using authentic sources that build meaning through practice. • Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content).	• Candidates design activities that integrate skill and content areas through thematic and inquiry-based units.
3.b.4. Develop students' listening skills for a variety of academic and social purposes.	• Candidates are aware of the need to assist students in making use of what they know in order to listen effectively.	• Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively.	• Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts. • Candidates help students develop and use listening strategies. • Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.
3.b.5. Develop students' speaking skills for a variety of academic and social purposes.	• Candidates provide opportunities for students to interact socially. • Candidates monitor and correct student speech as appropriate.	• Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities.	• Candidates adapt activities to assist ESOL students' social and academic speaking skills. • Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.
3.b.6. Provide standards-based instruction that builds upon students' oral English to support	• Candidates are familiar with ways in which oral language influences reading and writing acquisition for ESOL students.	• Candidates provide standards-based instruction that builds and integrates learners'	• Candidates develop a variety of ways to integrate learners' reading and writing as their oral

learning to read and write.		reading and writing as their oral language develops.	language develops.
3.b.7. Provide standards-based reading instruction adapted to ESOL learners.	• Candidates identify specific literacy needs of ESOL students. • Candidates choose literature for instruction from limited sources. • Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts.	• Candidates design reading instruction that includes various cueing systems appropriate for ESOL learners. • Candidates design and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. • Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development. • Candidates explain and model explicit reading strategies that assist students with standards-based texts from content-area course work.	• Candidates engage ESOL students who are having difficulty developing their English reading skills. • Candidates develop lessons around texts in a variety of genres related to students' studies in content-area classes. • Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.
3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.	• Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. • Candidates are aware of the need for explicit writing strategies for ESOL students.	• Candidates design and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. • Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language. • Candidates provide opportunities for written assignments that are ungraded, including interactive journals. • Candidates provide instruction in a variety of writing development models, including the writing process, which	• Candidates collaborate with non-ESL classroom teachers to select writing goals and activities in content areas.

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		promote high expectations and personal value for writing.	

Standard 3.c. Using Resources Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Supporting Explanation

Instructional materials are tools ESL teachers use to support their practice. Selecting materials for ESOL students presents distinct challenges. Candidates learn to provide materials that are rich, interesting, and motivating. Culturally responsive resources connect students' previous cultural experiences and/or provide necessary background information needed for them to understand the materials. Candidates must also know how to assure that materials are linguistically accessible and age appropriate. Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. Teachers also determine how and when it is appropriate to use L1 resources to support English-language learning.

Candidates are capable of finding, creating, and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials as well as published and on-line multimedia materials. Candidates also are knowledgeable regarding the selection and use of technological tools to enhance language instruction, including computer software and Internet resources. In addition, candidates understand their advocacy role in assuring instruction in the use of technology and access to technological tools for learners of English.

Rubric for Standard 3.c.
Using Resources Effectively in ESL Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	• Candidates are aware that materials should be appropriate for students' age and language proficiency.	• Candidates select and adapt print and visual materials that are appropriate for students' age and language proficiency. • Candidates use materials that are appropriate for students' learning styles.	• Candidates use students' community and family to locate and develop culturally appropriate materials. • Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials.
3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	• Candidates are aware of differences between content-area materials for ESOL learners and those for NSs. • Candidates select materials from existing content-area texts appropriate for ESOL learners.	• Candidates incorporate a variety of resources, including selections from or adaptations of materials from content-area texts. • Candidates use a variety of levels of content-area materials, either adapted or commercially produced. • Candidates use materials in students' L1 as appropriate.	•Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.
3.c.3. Employ an appropriate variety of materials for language learning, including books, visual aids, props, and realia.	• Candidates are aware of the usefulness of a variety of materials and resources in English and the home language.	• Candidates find and/or create instructional materials in English and the home language for student instruction and use. • Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.	• Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.
3.c.4. Use appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).	• Candidates are aware of ways in which computers and other technological resources can improve ESOL students' learning.	• Candidates use technological resources to enhance instruction to meet ESOL students' language and content learning needs. • Candidates use basic technological resources to select, create, and/or adapt instruction for students. • Candidates advocate for ESOL students' equal access to	• Candidates assist students in learning how to use technological resources for their own academic purposes.

		technological resources.	
3.c.5. Use software and Internet resources effectively in ESL and content instruction.	• Candidates are familiar with software for use in the ESL and content classroom. • Candidates are familiar with Internet resources for language teachers and learners.	• Candidates evaluate, select, and use software and Web resources based on their appropriateness for ESOL students.	• Candidates teach students to evaluate and use software and Internet sites for their own needs.

Resources for Domain 3

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Domain 4: Assessment

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

Domain 4: Assessment

Introduction
Standard 4.a. Issues of Assessment for ESL
Supporting explanation
Rubric
Standard 4.b. Language Proficiency Assessment
Supporting explanation
Rubric
Standard 4.c. Classroom-Based Assessment for ESL
Supporting explanation
Rubric
Resources for Domain 4

Standard 4.a. Issues of Assessment for ESL

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented), the importance of standards–based assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Supporting Explanation

Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment in order to be prepared to assess ESOL learners. For example, measures of any type of knowledge or ability (including language) that are standards based should be equitable (fair), accurate (valid), consistent (reliable), and practical (easy) to administer. Authentic or performance-based assessment measures often best meet these criteria. The more closely assessment tasks resemble instructional activities, the more likely they are to assess what has been taught and learned and to inform further instruction.

Candidates understand the variety of ways in which assessments of ESOL learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain cultural bias (e.g., images or references that are unfamiliar to ESOL learners). Assessments may also contain linguistic bias (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ESOL learners because of complex language). ESOL students may also be challenged in formal test situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates are able to identify such biasing elements in assessment situations and work to help ESOL students become familiar with the content and conditions of tests in school.

Candidates can assess ESOL students in order to help distinguish the differences among normal language development, language differences, and learning problems. Candidates understand that if a learning problem cannot be verified in the native language of the student, then it is unlikely to be a learning problem in English. Candidates use multiple sources of information (e.g., native language assessment, home, other teachers, other learners from the same cultural group, teaching style, the curriculum) to make appropriate adjustments before the problem is assumed to reside within the learner and make a referral for special education assessment. Candidates are also cognizant of factors that would prevent ESOL students from being identified as gifted and talented, based on their English language proficiency.

Rubric for 4.a.
Issues of Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard. Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	• Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).	• Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment. • Candidates use L1 assessment to provide benchmarks for student learning.	• Candidates share their knowledge and experience about the purposes of assessment with colleagues.
4.a.2. Demonstrate an understanding of the quality indicators of assessment instruments.	• Candidates are aware of technical aspects of assessment (e.g., validity and reliability). • Candidates are aware of the differences between performance-based or authentic measures and traditional assessment.	• Candidates can explain why tests are valid and/or reliable, and use this knowledge in making assessment-related decisions. • Candidates use performance-based or traditional measures, as appropriate.	• Candidates can create performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.
4.a.3. Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL students.	• Candidates are aware of some of the limitations of assessment instruments for ESOL students.	• Candidates accommodate for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests). • Candidates accommodate for cultural bias (e.g., unfamiliar images and references). • Candidates accommodate for linguistic bias (e.g., test translations, specific test formats). • Candidates use L1 assessment results to determine language dominance.	• Candidates evaluate formal and informal technology-based and nontechnology-based assessment measures for psychological, cultural, and linguistic limitations.
4.a.4. Distinguish between a language difference, gifted and talented, and special education needs for ESOL students.	• Candidates recognize some similarities between a language difference and a learning problem for ESOL students (e.g., delayed language production,	• Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish between	• Candidates are able to assess and instruct ESOL students who are gifted and talented and/or have special learning needs. • Candidates share with

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	limited vocabulary and reading skills). • Candidates recognize how cultural bias may misinform results of such assessments.	language differences, giftedness, and a learning problem for ESOL students. • Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment.	colleagues their knowledge and experience about gifted and talented and special learning needs of ESOL students.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Supporting Explanation

Candidates are familiar with national and state requirements, procedures, and instruments for ESOL student identification, reclassification, and exit from language support programs. Candidates use available standardized language proficiency tests to measure ESOL students' language skills. They also use criterion and norm-referenced language proficiency instruments as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts.

Candidates are aware that the term language proficiency assessment may be used synonymously with language achievement assessment to mean those developed by teachers or outside the classroom to show language growth, whereas standardized achievement tests usually refer to measures developed commercially or at the district or state level that are intended to determine how schools in general are doing in such areas as reading, math, and science.

Rubric for Standard 4.b.
Language Proficiency Assessment

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	• Candidates understand national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs.	• Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state mandates. • Candidates involve families in program decisions for ESOL students.	• Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.
4.b.2. Understand, develop, and use norm-referenced assessments appropriately with ESOL learners.	• Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students.	• Candidates understand the nature of norm-referenced assessments and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).	• Candidates evaluate the strengths and weaknesses of norm-referenced assessments for use with ESOL students. • Candidates share this knowledge with their colleagues.
4.b.3. Understand, develop, and use criterion-referenced assessments appropriately with ESOL learners.	• Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ESOL learners.	• Candidates use authentic and traditional criterion-referenced measures to assess ESOL students' language and content-area learning. • Candidates use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).	• Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ESOL students' learning. • Candidates share this knowledge with their colleagues.
4.b.4. Understand, construct, and use assessment measures for a variety of purposes for ESOL students.	• Candidates understand a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement). • Candidates are aware of the importance of using multiple measures to accurately assess ESOL learners.	• Candidates use multiple and appropriate assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer).	• Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ESOL learners for a variety of purposes.

| 4.b.5. Assess ESOL learners' language skills and communicative competence using multiple sources of information. | • Candidates use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability. | • Candidates assess ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.
• Candidates use multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language). | • Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum.
• Candidates share these measures with their colleagues. |

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Supporting Explanation

Candidates understand the interdependent relationship between teaching and assessment and are able to develop instructional tasks and assessment tools that promote and measure student learning. Candidates design and develop assessment goals, tools, and tasks appropriate for ESOL students that correspond with state and national standards in ESOL and content areas such as math, science, and social studies. Candidates are able to assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ESOL learners at varying stages of English language and literacy development.

Candidates understand that portfolios are important tools in the assessment of ESOL student learning. A portfolio is a selection taken from a collection of student work that reflects progress over time. Portfolio samples typically are based on work conducted as part of class activities or home assignments, reflecting the characteristics of performance assessment. Performance assessment requires learners to directly demonstrate a specific skill (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate).

Self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning. The teaching of test-taking and learning strategies has an important place in the ESOL classroom.

Candidates evaluate and develop classroom measures using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills. Candidates assess their ESOL students' literacy skills appropriately in English and know how to obtain information on their language and literacy skills in the native language. Candidates understand that some classroom reading techniques, such as independent oral reading, may be uninformative or misleading as assessment tools for ESOL students who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension.

Candidates should understand and use criterion and norm-referenced interpretations of assessment scores appropriately, according to the purpose of the assessment.

Rubric for Standard 4.c.
Classroom-Based Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.	• Candidates use a limited set of performance-based tasks to assess ESOL learners' language and content-area learning.	• Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ESOL students' progress toward state and national standards.	• Candidates design performance-based tasks and tools to measure ESOL learners' progress. • Candidates share these tools with their colleagues.
4.c.2. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	• Candidates are aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities.	• Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners' knowledge in the content areas at varying levels of English language and literacy ability. • Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions). • Candidates make corresponding adaptations in the scoring and interpretation of the results of such assessments.	• Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ESOL students' content learning at all levels of language proficiency and literacy. • Candidates share these techniques with their colleagues.
4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.	• Candidates encourage ESOL learners to monitor their own performance and provide feedback to other learners.	• Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.	• Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum. • Candidates share self-peer assessment techniques with their colleagues.

Resources for Domain 4

Anthony, R., Johnson, T., Mickelson, N., & Preece, A. (1991). *Evaluating literacy: A perspective for change.* Portsmouth, NH: Heinemann.

Brown, J. D. (Ed.). (1998). *New ways of classroom assessment.* Alexandria, VA: TESOL.

Cheng, L. L. (1987). *Assessing Asian language performance: Guidelines for evaluating limited English proficient students.* Rockville, MD: Aspen.

Cohen, A. (1994). *Assessing language ability in the classroom* (2nd ed.). Boston: Heinle & Heinle.

Fradd, S. H., McGee, P. L., & Wilen, D. K. (1994). *Instructional assessment: An integrative approach to evaluating student performance.* White Plains, NY: Addison-Wesley.

Garcia, J. B., & Ortiz, A. A. (1988). *Preventing inappropriate referrals of language minority students to special education* [Focus, Occasional Paper in Bilingual Education, No. 5]. Washington, DC: National Clearinghouse for Bilingual Education.

Genessee, F., & Upshur, J. A. (1996). *Classroom-based evaluation in second language education.* New York: Cambridge University Press.

Law, B., & Eckes, M. (1995). *Assessment and ESL: A handbook for K–12 teachers.* Toronto, Canada: Peguis.

O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners.* White Plains, NY: Addison-Wesley.

TESOL. (1997). *ESL standards for pre-K–12 students.* Alexandria, VA: Author.

TESOL. (1999). *Managing the assessment process: A framework for measuring student attainment of the ESL Standards.* Alexandria, VA: Author.

TESOL. (2000). *Scenarios for ESL standards-based assessment*. Alexandria, VA: Author.

Domain 5: Professionalism

Candidates 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 ESOL students and their families and work collaboratively to improve the learning environment.

Standard 5.a. **ESL Research and History.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Domain 5: Professionalism

Introduction
Standard 5.a. ESL Research and History
Supporting explanation
Rubric
Standard 5.b. Partnerships and Advocacy
Supporting explanation
Rubric
Standard 5.c. Professional Development and Collaboration
Supporting explanation
Rubric
Resources for Domain 5

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Supporting Explanation

Candidates know, understand, and use a variety of research-based L2 teaching strategies and methods. Candidates select appropriate techniques for instruction.

Candidates understand legal processes, mandates, and policies that have had an impact on the development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., Lau v. Nichols) and their subsequent application to the instruction of ESOL students. They understand and can interpret the state and federal requirements in determining a school district's compliance with state and federal guidelines. Furthermore, they understand how the structure of a ESL program can affect teaching and learning within that program.

Rubric for Standard 5.a.
ESL Research and History

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.	• Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area.	• Candidates use their knowledge of the evolution and research base of the field of ESL to design effective instruction.	• Candidates use their extensive knowledge of the research and evolution of the field of ESL to make instructional decisions and conduct their own classroom-based research.
5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	• Candidates are aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL.	• Candidates use their knowledge of the laws, policies, and guidelines that have had an impact on the ESL profession to design appropriate instruction for students.	• Candidates assist schools to design ESL instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.

Standard 5.b. Partnerships and Advocacy

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Supporting Explanation

Candidates understand and use their ESL teaching skills to assist their colleagues in ensuring the most appropriate instruction for ESOL students. Candidates are aware of state and high-stakes assessment requirements and the effects these can have on ESOL students.

Candidates know and understand critical information from public issues that relate to the education of ESOL students. Candidates provide support for ESOL students, their families, and their teachers in helping form appropriate public policy.

Candidates establish an environment that supports, develops, and encourages the social and political strength of ESOL students and their families. Candidates promote the important roles that families play in their children's linguistic, academic, and personal development.

Rubric for Standard 5.b.
Partnerships and Advocacy

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
5.b.1. Advocate and serve as language and education resources for students and families in their schools and communities.	• Candidates are familiar with community language education and other resources available to ESOL students and their families. • Candidates assist families to participate fully in their school and community.	• Candidates provide contact information and support for ESOL students and help their families access community language education and other resources. • Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families.	• Candidates support ESOL students and their families as they make decisions and advocate for themselves in the schools and community. • Candidates create the circumstances and environment that support ESOL student and family empowerment.
5.b.2. Serve as professional resource personnel in their educational communities.	• Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, and their ESOL students.	• Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students. • Candidates keep current with media reports about the education of ESOL students.	• Candidates help other teachers and school administrators' work effectively with ESOL students. • Candidates provide instruction and professional growth activities for colleagues, sharing skills for working with ESOL students. • Candidates assist policy makers to understand the curricula and instructional approaches that best meet the needs of ESOL students in their community.
5.b.3. Advocate for ESOL students' access to all available academic resources, including instructional technology.	• Candidates understand the importance of ensuring ESOL students' access to school resources, including technology.	•Candidates share with colleagues the importance of ESOL students' equal access to educational resources, including technology.	•Candidates assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.

Standard 5.c. Professional Development and Collaboration

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Supporting Explanation

Candidates take advantage of professional growth opportunities. They accept and embrace the role of ESOL advocate and resource person in their schools and districts. They are active, contributing members of their professional association(s).

Candidates collaborate with staff in the school in order to provide a wide range of educational opportunities for ESOL students at all proficiencies of English and with diverse special learning needs. ESL teachers develop instructional schedules in collaboration with guidance staff and other teachers to provide access to challenging course work in language and general education/content classrooms. They serve as a resource to promote a school environment that values diverse student populations and to advocate for equitable access to resources for ESOL students.

Candidates teach and plan collaboratively with general education/content teachers in a variety of teaching models. These shared teaching responsibilities provide ESOL students with greater access to content instruction through ESL instructional methods and strategies.

Candidates serve as strong models of academic English language proficiency, although they may not necessarily possess native-like proficiency. Linguistic competence in a language other than English is part of candidates' professional preparation.

Rubric for Standard 5.c.
Professional Development and Collaboration

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standard* assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
5.c.1. Establish professional goals and pursue opportunities to grow in the field of ESL.	• Candidates formulate professional development plans based on their interests. • Candidates are aware of their professional associations.	• Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations.	• Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis. • Candidates take active roles in their professional association(s).
5.c.2. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.	• Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.	• Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels.	• Candidates provide leadership to staff in scheduling appropriate classes and instructional opportunities for ESOL students.
5.c.3. Engage in collaborative teaching in general education and content-area classrooms.	• Candidates study and practice a variety of collaborative teaching models (e.g., parallel teaching, station teaching, alternative teaching, team teaching).	• Candidates teach and plan collaboratively with other teachers to assist ESOL students as they transition into general education and content-area classrooms.	• Candidates continue to learn about other content areas so they may share greater responsibility for effective instruction and student success in those classes.
5.c.4. Model academic proficiency in the English language.	• Candidates are proficient in the English language.	• Candidates model effective use of the English language for academic purposes.	• Candidates assist their content-area colleagues in becoming effective models of academic English.

Resources for Domain 5

History of the field

Brown, H. D. (1994). *Principles of language teaching*. White Plains, NY: Prentice Hall.

Advocacy

Cloud, N., Genessee, F., & Hamayan, E. (2000). *Dual language instruction*. Boston: Heinle & Heinle.

Fillmore, L. W., & Snow, C. E. (2000, August 23). *What teachers need to know about language*. Retrieved March 4, 2002, from http://www.cal.org/ericcll/teachers/teachers.pdf

Reflective Practitioner

Richards, J., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

Bauwens, J., & Hourcade, J. (1995). *Cooperative teaching: Rebuilding the schoolhouse for all students*. Austin, TX: PRO-ED.

Friend, M., & Cook, L. (1996). *Interactions: Collaboration skills for school professionals*. White Plains, NY: Longman.

MacLean, M., & Mohr, M. (1999). *Teacher researchers at work*. Berkeley, CA: The National Writing Project.

The Northern Nevada Writing Project Teacher-Researcher Group. (1996). *Team teaching*. York, ME: Stenhouse.

Villa, R., & Thousand, J. S. (Eds.). (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.

V. GUIDANCE FOR INSTITUTIONS: INSTRUCTIONS FOR PREPARING THE PROGRAM REPORT

Who Should Respond to These Program Standards?

All institutions that offer initial programs to prepare P–12 ESL teachers should write and submit a program report.

Who Should Not Respond to These Program Standards?

These standards are not designed for advanced-degree programs, which are those at the postbaccalaureate level that offer advanced-level education to candidates who have previously completed an initial ESL teacher education program or an initial and/or advanced ESL teacher education program.

When Should Program Reports Be Submitted?

Program reports should be submitted on the following schedule:
- For spring NCATE visits: February 1 of the preceding year. (The response from TESOL should be available by June 15.)
- For fall NCATE visits: September 15 of the preceding year. (The response from TESOL should be available by February 1.)

The *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education* is available on the NCATE Web site at http://www.ncate.org/. Click on "Standards," then on "Program Standards" and follow the links. The document is also available on the TESOL Web site at http://www.tesol.org/ under "Standards & Initiatives."

What Should Be Included in the Program Report?

The NCATE program report for the preparation of P–12 ESL teachers must include narrative responses to the items listed on the cover sheet. Create a program matrix aligned to the standards/performance indicators matrix. Use the program matrix to provide evidence of candidate performance, candidate and program assessment measures, and evidence of program outcome effectiveness.

Indicate on the program matrix the location in the program report of supporting evidence (e.g., performance indicators, assessments, results of assessments, ties to the rubrics). Also indicate the standard(s) being addressed (e.g., 1.a, 1.b, 3.c) in the margin of the supporting evidence documents where proof of compliance with the standard appears. Use the indicators listed under each of the standards as a guide to expectations for teaching and learning in each area.

For program report review purposes, it is important to understand the need for performance assessment evidence. This evidence is defined as assessment results that demonstrate that

candidates have met the standards and that their students have learned. Listing only what has been taught to candidates is not sufficient.

What Are the Specific Requirements for Length, Organization, and Format of the Program Report?

Length

The program report is limited to 140 pages and should consist of the three sections described under Organization below. Please see instructions for submitting a report electronically at http://www.tesol.org/. Click on "Standards & Initiatives" and follow the links for "P–12 ESL Teacher Education Programs."

Organization

Section 1: Program Description. Include items listed on the cover sheet in this section, which should not exceed 25-30 pages. The description should also include a completed "Compliance With Program Criteria" page .

Section 2: Performance Evidence: The purpose of this section is to provide documentation of candidate proficiency in relation to standards and should cross-reference supporting evidence in the Appendix.

Section 3: Appendix. This documentation should include descriptions of candidate performance activities; candidate and program assessment results; documentation of program outcome effectiveness, such as survey summaries; a compilation of state licensure data; faculty criteria; course syllabi; summaries of internship evaluations; and so on. Items in the appendixes should be aligned with and cross-referenced to the appropriate domains and standards.

Note: Institutions providing candidate logs or actual candidate projects or papers can consider 10 pages of each the equivalent of one program report page.

Format

Location Guides

- Tab each of the different sections of the report and the contents of the appendix.
- Provide explicit page references to specify examples to which reviewers should refer for particular standards and performance indicators.
- Provide a table that cross-references domains, standards, and performance indicators with assessments used, the aggregation of results, and pages where the examples can be found.
- Program reports that provide aggregated information for a domain and that domain's standards and performance indicators in one volume and referenced examples in a separate volume will help the reviewer see both pieces of information simultaneously.

Formatting/Editing

- Number the pages in consecutive order for the entire document.
- Do not use a font size smaller than 12-point.
- Use line spacing that is at least 1.5".
- Cite the text of the standard at the heading of each response.
- Provide specific references to documentation in the explanation or narrative for each standard.
- Make certain that the writing is legible in facsimiles of candidate work.
- When citing/discussing any standard tests, include descriptive information, such as title, scope, congruence with the ESL preparation standards, and passing scores.
- In reporting test results, show the range of performance of candidates at the Approaches Standard/Meets Standard/Exceeds Standard level(s).
- Use graphs, tables, and charts wherever possible as a way to summarize information efficiently.
- Clearly label data displayed on tables and charts; provide instructions to reviewers on how example data statements should be read.
- Use nontextual/visual images where they might assist the reviewer.

How Many Copies of the Program Report Must Be Submitted and to Whom Should They Be Sent?

Five spiral-bound copies of the program report, along with the institution's precondition package, should be sent to the NCATE office at: NCATE; 2010 Massachusetts Avenue, Suite 500; Washington, DC 20036-1023 USA. An institution that wishes to submit an electronic program report must contact the TESOL program review coordinator, Jason Majesky, by telephone at 703-518-2527 or by e-mail at jmajesky@tesol.org to make special arrangements about specific requirements. The following data submission information applies as well to electronic portfolio submissions.

What Are Some Suggestions for Addressing the Components of the Performance Evidence Section?

Evidence

The evidence presented in the program report should be representative of the requirements for candidate performance activities in the program, much like an artist's portfolio is a collection of creative products to demonstrate professional ability. Institutions should select examples of candidate assessments that demonstrate progress or document capabilities and attitudes. The examples may also describe processes applied to analyze candidate work. By demonstrating candidate growth and achievement, the focus is on learner progress while providing guidance for future instructional and programmatic changes. It is not expected that every candidate in a program will be included as a part of the institution's program report. Rather, the reviewers seek representative samples of candidate assessments or analyses of aggregated candidate performance. (See the Glossary and the section on assessment for additional information.)

Each performance assessment must be described to reflect the relationship of the activity to the performance indicators for the standards being addressed. When activities apply to more than one standard, this should be clearly indicated. Should an activity fail to show clearly how an indicator is being met, provide a description and/or examples either in the space provided on the matrix or on a labeled attachment. Reviewers of the program report will check the performance indicators, the assessments, and program outcome measurements to determine whether or not the performance expectations for each standard have been adequately met.

Performance evidence and results (ability to apply skills) may be presented as follows:

1. through descriptions of performance assessment indicators (e.g., found in syllabi or other sections of the document), *AND*
2. by providing evidence of successful application in real settings

Performance and assessment evidence must have sufficient description to show alignment with the standard(s) being addressed and include a cross-reference to the program matrix.

1. **Organize the evidence around the standards**

    The purpose of this portion of the program report is to provide evidence of candidate proficiency in relation to the standards. The narrative should cover all of the 13 standards for ESL teacher candidates, even though a program may have collected stronger evidence for some standards than for others. Because review of the evidence (the aggregated, summarized, and interpreted data) for each standard forms the basis for reaching judgments as to whether standards are met or not met, this guideline is the most important of all. Evidence that is not structured around the standards is difficult or impossible for reviewers to use.

2. **Provide evidence of candidate dispositions, knowledge, and skills across the five domains and 13 standards**

    The sampled data must include candidate proficiency information in terms of the candidate's disposition, knowledge, and skills, or plans for assessments, within the curriculum standards that directly address Domain 1 (Language), Domain 2 (Culture), Domain 3 (Instruction), Domain 4 (Assessment), and Domain 5 (Professionalism).

3. **Interpret the data**

    The candidate proficiency data should be discussed to let the reviewer know what it means. Reviewers need to understand what the data say about proficiencies of candidates in relation to the P–12 ESL teacher education standards.

    - The report should compile the information in one place. This can be done with candidate cohorts or classes, or as aggregations of performance information. The report should discuss performance information across the ESL teacher education program for candidates, specifying whether the candidates represented in each piece of data are candidates enrolled, candidates completing, or former candidates who are

now employed as teachers. Also, the program report should pull together from the program's multiple sources of data pertinent evidence across the scope of topics covered within each of the ESL program standards.

- The program report should also make sense of the data (e.g., explain what it means). The program report should state what the program faculty have learned and concluded about candidate proficiencies from the array of evidence assembled for each standard.

4. Include descriptions of rubrics or criteria and information resulting from use of rubrics

Descriptions of rubrics or criteria used to evaluate candidates' proficiency levels should be included in the program report together with information on the proportion of the program enrollees and/or completers who have attained each level of performance defined by the program. It is not helpful for reviewers to see mean scores alone; reviewers need to see the proportion of candidates who have achieved at varying levels of proficiency.

5. Provide a few samples of candidate work

Samples of candidate work, as well as the candidate's students' work, should be included that illustrate:

- the 13 standards for ESL candidates, including specific reference to performance indicators as appropriate
- candidates' work at different levels of performance as defined by the program (such as approaches, meets, or exceeds the standard)
- the variety of ways that standards are assessed in the program
- different stages during a candidate's progress through the program

Each of these samples does not need to cover all of the 13 standards, but the composite of the samples should. The intent of the samples is to add *depth* to the summaries of candidate knowledge and performance by demonstrating the quality of candidate responses and by illustrating the multiple types of information that the program gathers about candidate performance. Good assessments often provide overlapping information that can inform several standards. Faculty should take advantage of that overlap in their summarizing of candidate performance and in their selection of samples of candidate work, to include in ESL program reports.

Several different assessments may well be needed to provide information demonstrating candidate performance in relation to a single standard—either because each assessment measures only part of a standard, or because a standard has several performance indicators that are most appropriately evaluated through differing forms of assessments. (See Number 6, below, which makes this point in terms of different attributes of standards.) Some performance indicators may be effectively measured through group projects, observations, responses to vignettes or case studies, lesson plans, microteaching, analysis of ESOL student work, interviews, or video analysis; others through such forms as pencil and paper tests, essays, or reflections.

6. Use multiple data sources

Summaries and interpretations of multiple data sources should illustrate various stages during the candidates' preparation program; the scope of the 13 standards; and examples of dispositions, knowledge, and skills achieved by the candidates.

Each of the 13 standards for ESL teacher candidates has multiple performance indicators, each of which should be measured in appropriate ways. Not all performance indicators need to be addressed, but enough of them need to be addressed to show that the competencies in the standard have been met. The performance indicators are described on a 3-point scale:

- **Approaches Standard.** Candidate has knowledge about subject content, but does not yet adequately apply it to the classroom.
- **Meets Standard.** Candidates demonstrate the dispositions, knowledge, and skills to effectively teach ESOL learners. Candidates apply that knowledge within the classroom and other professional teaching situations.
- **Exceeds Standard.** Teacher candidates consistently display dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It is expected that teacher candidates who exceed standards would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under "English as a New Language."

The points on this scale are additive. Meets Standard assumes that a candidate has also met the criteria under Approaches Standard; Exceeds Standards assumes that a candidate has also met the criteria under both Approaches Standard and Meets Standard.

One conclusion about the current state of the art in teacher assessment is that no single test or measurement of teacher candidates is sufficient by itself to represent these different attributes and the full scope of the standards. Multiple measures provide an array of opportunities for candidates to demonstrate their accomplishments in relation to the standards. Institutions are expected to draw on an extensive range of available assessment information, including observations, reflections, teaching demonstrations, analytic work, student work samples, traditional tests, and other forms of evaluative information demonstrating proficiency in teaching.

7. Make the report accessible for reviewers

Reviewers have limited time, and that time is not effectively spent in trying to find the evidence scattered through a report or provided as part of an undifferentiated set of examples of candidate work or assessment tasks. See tips for formatting/editing above under the question "What Are the Specific Requirements for Length, Organization, and format of the Program Report?"

What Are the Characteristics of Performance Assessment?

nance assessment can be defined in several ways: as actual demonstrations that show learning has occurred, as outcome-based assessment, as task performances that reflect real-life situations, as a product or

performance that reflects program objectives, and so on. It is most useful when focusing on broad professional tasks rather than on a single sub-skill.

...nance assessments may include aggregated evaluations or random samplings of candidate and/or professor portfolios, rubrics of projects and investigations, candidate program evaluations, interviews, documented observations of simulations or clinical experiences, peer assessments, job performance of graduates, and so on.

...nance assessments are:

- essential to the task, not arbitrary or contrived
- enabling, constructed to point the candidate toward more sophisticated use of knowledge
- contextualized, complex, intellectual challenges, not isolated activities
- designed to emphasize depth of knowledge, not just breadth
- involved with broad tasks incorporating higher order thinking skills or problem solving

What Faculty Development Should Be Provided to Implement These Standards?

Although intending that the program report development process lead to continuous self-improvement, TESOL believes that each institution must decide for itself the best method for self-improvement. Developing a program report offers institutions an opportunity to learn about learning. The end product, therefore, must document that the faculty responsible for preparing ESOL teachers engages in self-reflection. This process offers institutions flexibility and accountability. The burden of proof for providing evidence that candidates are achieving the standards rests with the institution.

As part of this project, the institution should answer three fundamental questions:

1. What is it that our graduating candidates should know and be able to do?
2. How well are we doing in helping candidates get to where they need to be?
3. How can we do a better job?

Is Additional Guidance Available for Preparing a Program Report?

TESOL offers periodic program report preparation workshops. For further information on upcoming workshops or other guidance-related questions, contact Jason Majesky, TESOL program review coordinator, by telephone at 703-518-2527 or by e-mail at jmajesky@tesol.org, or check the TESOL Web site at http://www.tesol.org/. Click on "Standards & Initiatives" and follow the workshop links.

A list of programs found to be in compliance with these standards is routinely published by NCATE as part of its *Annual Guide to Accredited Education Programs/Units*, which can be found on NCATE's Web site at http://www.ncate.org/. A list of programs can also be found on TESOL's Web site at http://www.tesol.org/. In addition, a list of the programs that have gained "National Recognition" is regularly promoted on the Web sites of the following organizations: American Association of School Administrators (AASA) at http://www.aasa.org/, Association for Supervision and Curriculum Development (ASCD) at http://www.ascd.org/, National Association of Elementary School Principals (NAESP) at http://www.naesp.org/, and National

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Association of Secondary School Principals (NASSP) at http://www.nassp.org/. This list is updated twice a year.

Questions about these standards or the submission of program reports can be directed to Jason Majesky, program review coordinator, at TESOL, 700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA, or by e-mail to jmajesky@tesol.org.

What Happens After a Program Report is Submitted?

After a program report has been submitted, it is analyzed by a team of TESOL reviewers. Reviewers are trained to judge the program(s) holistically, based on each of the 13 standards. Once the team's report is written, TESOL reviews it and a decision is made whether to recommend accreditation or to grant "National Recognition" to the program(s). If a program is not in substantial compliance with each of the 13 standards, or if there is insufficient information to make a decision, TESOL may decide to "Deny" or "Defer" the program. Once a decision is made, the TESOL report is forwarded to NCATE. After the response from TESOL has been received, a copy is forwarded by NCATE to the NCATE coordinator at the institution. Institutions with a "Deferred" program action are expected to submit missing documentation for TESOL review.

Rejoinder Review Process

Should a program be "Denied," the institution may be allowed to submit a rejoinder report to correct the weaknesses identified by the TESOL review. Approximately 2 months will be allowed for the institution to prepare a rejoinder report. A subsequent review by TESOL will occur in another 4–6 months. Although the preparation of a rejoinder report is optional and is not required by NCATE, the submission of a rejoinder is strongly encouraged. Should an institution decide to complete a rejoinder report, it is expected that the rejoinder and subsequent TESOL review will take place in advance of the scheduled NCATE accreditation visit so that the results will be available to the NCATE Board of Examiners (BOE) team for use in judging the evidence for NCATE *Unit Standard 1: Candidate Knowledge, Skills, and Dispositions.*

How Does the Program Review Process Fit Into NCATE Accreditation?

NCATE has program (content) standards in many areas. The program standards are developed by the national specialized professional associations, of which TESOL is one. Consistent with NCATE guidelines and the most important element of the program standards is their performance orientation. Results of program reviews conducted by the various professional organizations for each specialized program (e.g., educational leadership, reading education, special education) of an institution are used by NCATE to decide the accreditation status for the institution's educator preparation unit under Candidate Performance, *Unit Standard 1: Candidate Knowledge, Skills, and Dispositions*. Under NCATE Candidate Performance, *Unit Standard 2: Assessment System and Unit Evaluation,* the unit must have an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to make decisions about its programs against NCATE's unit standards. The unit must provide data about its candidates through multiple means of assessment throughout their preparation (*NCATE 2000 Blueprint: A Status Report*).

Cover Sheet
Preparation of P–12 ESL Teachers

Submitted by _____
                    Name of institution

Address _____
_____
_____
_____

Date _____

Chief compiler _____ **Title** _____

Department coordinator _____ **Dean** _____

Phone _____ **Fax** _____ **Email** _____

PROGRAM DESCRIPTION

1.   Explain the knowledge and skill base, philosophy for preparation, and goals and objectives for each P–12 ESL teacher education program.

2.   Describe the program of studies, indicating all required and elective courses for the P–12 ESL teacher education program.

3.   Provide the number of credit hours per quarter or semester required for the P–12 ESL teacher education program and the type of degree or licensure.

4.   Explain where the P–12 ESL teacher education program is located within the institutional unit and its interrelationship with other programs in the department or division, and in the university or program.

5.   Describe how the department assesses its P–12 ESL teacher education program. Focus on collection, compilation, and analysis of candidate results that demonstrate candidate progress toward mastery of the TESOL/NCATE standards. Explain how individual results are compiled for program improvement purposes. Explain how multiple measures are examined over time to assess program effectiveness as demonstrated by candidate proficiency.

6.   Describe relevant policies of the unit that affect the P–12 ESL teacher education program, including the relationship of the conceptual framework used for the unit accreditation to the TESOL/NCATE standards.

7.   Describe any state requirements for candidates that may impinge on implementation of the program or on performance of the candidates, explaining how the program accommodates differences between the TESOL/NCATE standards and the state standards.

FACULTY QUALIFICATIONS

Provide information on the following indicators of quality for your faculty. You may include information on other indicators of your choosing. Please be as specific as possible.

1. Describe recent awards by individual faculty and/or the program or the department for outstanding professional contributions to the field.

2. Describe the type of support and training the department provides to all faculty members to prepare them to teach their classes.

3. Describe the process by which faculty is evaluated to ensure quality instruction and continuing program improvement.

4. Describe the scholarly productivity of faculty by documenting their contributions to ESL (e.g., teaching about, use of, and contribution to the knowledge base in ESL; publications; citations; external funds secured; editorships of journals).

5. Describe the work your faculty has done to assist schools, school districts, and state departments of education with educational improvement and reform.

Provide a faculty chart (see sample below) that lists each faculty member by program and includes the following information:

1. Names of faculty members and teaching staff in program
2. Percentage of time spent teaching within the department (e.g., full-time, part-time)
3. Professional rank and title
4. Course assignment(s)
5. Highest degree obtained and name of degree-granting institution
6. Status within the department (e.g., tenure-track, non-tenure, adjunct, and/or auxiliary)
7. Teaching and advising workload
8. Average class size
9. Number of years of previous or current work experience within the field of ESL
10. Participation and/or leadership in local, regional, and national professional associations

B. Faculty Chart	
Name of faculty member or teaching staff	
Percentage of time spent teaching within the department (e.g., full-, part-time)	
Professional rank and title	
Course assignment(s)	
Highest degree obtained and name of degree-granting institution	
Status within the department (e.g., tenure-track, non-tenure, adjunct, and/or auxiliary)	
Teaching and advising workload	
Average class size	
Number of years of previous or current work experience within the field of ESL	
Participation and/or leadership in local, regional, and national professional associations	

CANDIDATE QUALIFICATIONS

Please provide information on the following indicators of quality for your candidates. You may include information on other indicators of your choosing. Please be as specific as possible.

1.   Describe and explain your admissions process and criteria used to evaluate potential candidates for the P–12 ESL teacher education program (e.g., entrance test, language assessment, years of teaching experience, experience with multicultural populations, cut-off scores, interviews, references).

2.   Provide the acceptance rate of applicants into each program.

Provide a candidate chart (see sample below) that includes the following information:

1. Number of candidates enrolled (separated by cohort, if applicable) in the P–12 ESL teacher education program

2. Average admission score on standardized instruments or other admission assessments as required by the P–12 ESL teacher education program (separated by cohort, if applicable)

3. Average cumulative grade point average (GPA) and/or class rank required for admissions into the P–12 ESL teacher education program

4. Number of candidates who have graduated from the P–12 ESL teacher education program in the past 5 years

5. Number of graduates who have passed exams for state certification, designation, endorsement, and/or licensure, if applicable

6. Number of graduates in the past 3 years who have worked or are working as ESL teachers, administrators, or coordinators

Candidate Chart

Program name: _____

Year	Number of candidates enrolled (by cohort, if applicable)	Average admissions score	Average cumulative GPA or class rank required	Number of candidates graduated	Number of graduates who passed state exam	Number of graduates working in the field
2003						
2004						
2005						
2006						
2007						

COMPLIANCE WITH PROGRAM CRITERIA

The P–12 ESL teacher education program must meet the following program criteria. A brief summary statement should accompany each program criteria item below, citing evidence of how each item is met by the P–12 ESL teacher education program. For example, evidence for Criterion No. 5 might be stated as: "Candidates spend a minimum of *x* hours, observing and/or teaching an ESL class and subsequently write reflective journals on their classroom experiences." The program coordinator or other administrator directly connected to the program must attest by signature that the ESL teacher education program is in compliance with the following items:

Program Criteria:

1.   Curricula are designed in an integrated or problem-based mode to promote an understanding of the connectedness of the various knowledge and skill areas in language education.

2.   Instructional emphasis is placed on those methods and materials that anticipate candidate performance in the field.

3.   Appropriate adult learning strategies are used in the implementation of the ESL coursework.

4.   The P–12 ESL teacher education program includes the acquisition of concepts, information, and skills, as well as the application and integration of these in the field.

5.   The P–12 ESL teacher education program integrates field-based experiences in its program of study.

6.   The P–12 ESL teacher education program integrates technology as a tool to enhance learning in its program of study.

7.   Opportunities are provided for candidates to formulate and examine issues related to cultural conflicts, cultural identities values, discrimination, and racism.

8.   A quality assurance performance assessment process is in place for candidate preparation, including (a) plans for, and use of, multiple measures to capture various candidate performance proficiencies called for in the standards; (b) plans and/or accomplishments under continuing efforts to assure credibility—accuracy, consistency, fairness, an avoidance of bias—of the assessment and evaluation system; and (c) plans for using, or regular use of, assessment results to evaluate and improve programs and teaching.

9.   A self-evaluation process is in place that focuses on perceived program strengths and weaknesses as based on the *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education*.

_____

ESL Coordinator printed name and signature

_____

Telephone/fax   E-mail

_____

Address

Appendix A
TESOL's Review of NCATE State Partnership Applications

State partnership applications and associated P–12 ESL teacher education program standards and specialty program review processes are examined by two members of the Program Approval Board. In the "state option" under NCATE 2000 State Partnership Program, states will provide information intended to show how their standards are aligned with those of the *TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education*. Showing how state standards are aligned means that the state demonstrates that its own description of what teacher candidates should know and be able to do closely parallels the TESOL/NCATE standards. *Alignment* means comparability or similarity; it does not demand that state standards be identical to those of TESOL.

It makes no difference what the source of the teacher candidate knowledge and skill descriptions is, as long as it applies to state program approval processes. In some states, teacher candidate (or new teacher) knowledge and skill language is found in "program approval standards"; in others, it is found in "state licensure standards" or "teacher induction standards."

Some states may not have language describing expected teacher candidate or beginning teacher knowledge and skill at all, but they may be moving in this direction over time. TESOL will weigh the following in determining a state's eligibility in reviewing a partnership submission during a state's transition period: The *commitment*, *direction*, and *intention*, in addition to the current status of the state's standards.

TESOL requires the information described below for submission under the NCATE 2000 "state option" partnerships. States that have adopted the TESOL/NCATE standards will provide documentation at a prominent place in their submission. In those cases, the side-by-side "alignment" comparisons, described in No. 2 below, are not required.

1. Information on Contextual Background of State Standards

- identification of the specific program addressed and the Specialized Professional Associations' standards with which it corresponds

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- description of what the state does to ensure that educators are prepared to function effectively, including any testing requirements for internships and licensure in TESOL

- description of how the state standards were prepared, including background history, key participants, involvement of specialty organization experts, roles of various state agencies, and a summary of anticipated changes in the near future

- description of any unique state or local circumstances that TESOL should take into consideration when reviewing the state submission (which is especially important in instances where the law and other mitigating circumstances could affect the state's ability to parallel the TESOL/NCATE standards or provide some of the information described above)

2. Information on Alignment of the State Standards With the Specialty Standards

- a matrix that facilitates direct comparison of state standards describing teacher candidate knowledge and skills with each TESOL/NCATE standard

Information that states are expected to provide for review of their teacher candidate standards by TESOL is different from the information that institutions provide for review. Intuitions summarize assessment results that demonstrate candidate proficiencies in relation to the standards. By contrast, the purpose of the state standards alignment submission is to show the comparability or similarity of state standards with the TESOL/NCATE standards.

3. Information on the State's Program Approval Process

TESOL requires that the state follow the "Recommended practices for state program approval," contained in *Conditions and Procedures for State/NCATE Partnerships* (see Appendix). Among the recommended practices is that copies of state program approval reports be provided to the TESOL program review coordinator. In addition, under the NCATE 2000 state option partnerships program, the state should submit the following information about its program approval processes and use of candidate performance information:

- a description of the state's quality assurance systems for institutions and individuals participating in program approvals, including (a) selection, training, and evaluation of

reviewers; (b) monitoring of confidentiality and objectivity; (c) reviewing frequency of approval, disapproval, conditional approval, or deferment; and (d) procedures for resolving conflicts or redressing unfavorable actions

- the context for the state's program approval process, including any law making and regulation by which standards are prepared and administered

States whose standards and/or review processes are not judged to be consistent with those of TESOL may submit a rejoinder containing further documentation and explanation. Follow-up consultation is offered to states wishing to revise their standards and/or review processes or to pursue the possibility of a joint review process with TESOL. TESOL is committed to assuring high-quality training in the profession and to working collaboratively with NCATE, state representatives, and others with an interest in assuring training consistent with national standards for teaching ESL.

TESOL accepts state program standards documentation on computer disk, via e-mail, or through NCATE's Web site. TESOL will return the reviews to NCATE.

Appendix B

Recommended Practices for State Program Approval

(Adapted from *Interim Policies and Procedures for SASB Approval of Specialized Professional Association Standards*, Attachment 2, pp. 21–22, available at http://www.ncate.org/standard/interimsasbstand.pdf)

Recommended Practices for State Program Approval (excerpted from *Conditions and Procedures for State/NCATE Partnerships*)

As part of NCATE's effort to improve its Partnership program to serve the needs of state and NCATE's constituent organizations, a task force of specialized professional association (SPA) representatives collaborated to define guiding principles for the process of program review.

For a consistent review process across all institutions and programs:
- A recognized state education agency or professional standards board should oversee and evaluate the review process.
- Written procedures should clarify the review process sufficiently to ensure a consistent application of standards in every review.
- The qualifications and training of those conducting reviews should be sufficiently specific to ensure consistency across reviewers.

For unbiased, objective decisions regarding program approval or nonapproval:
- Conflicts of interest should be avoided in reviews. Reviews should be conducted by a team that includes individuals with no present or past affiliation or bias toward the institution, and, whenever possible, individuals from other states should either conduct program reviews or have a significant role in reviewing program materials and in making decisions regarding program adherence to professional guidelines.

For reviews conducted by qualified persons, based upon a thorough understanding and application of relevant professional associations' program standards:
- A relevant SPA should train those conducting program reviews.

- The appropriate SPA should periodically evaluate qualifications of reviewers to ascertain currency, accuracy, thoroughness, and fairness in interpreting and applying guidelines.

For review decisions that are based on accurate information regarding program policies and procedures:

- The review process should include a thorough study of written information, which addresses the relevant specialty guidelines.
- Reviewers should have sufficient time to study program information prior to any site visit.
- Site visits may be used to validate and further analyze written program information and determine more fully the consistency of program practices with specialty guidelines.
- Institutions should have the opportunity to issue a rejoinder to the review, clarifying or correcting information regarding program policies or practices.
- The final decision regarding program approval or nonapproval should take such information into account.

For review decisions to be communicated clearly and to provide feedback useful for program development:

- The review should culminate in a clearly written report that indicates the overall program decision (e.g., merits national recognition or not) and whether each of the SPA standards has been met or not. The report should also provide information regarding perceived program strengths and/or weaknesses.
- Comments should be specific enough to serve as the basis for program development.
- The report should be provided to the administrative unit/program in a timely manner.
- Copies of reports should be maintained by the organization, agency, or unit conducting the review and should be provided to the appropriate NCATE constituent SPA.

NOTE: Recommended Practices for State Program Approval is meant to provide suggestions offered by NCATE's SPAs in meeting standards for program review. States are not limited by or restricted to these practices and are encouraged to contact NCATE's SPAs for further suggestions.

Appendix C: TESOL'S PROCESS FOR REVIEWER TRAINING

Reviewer training prepares reviewers to make a holistic professional judgment about the overall program. TESOL will develop specific rubrics for the reviewers.

1. *Specialty organizations develop procedures for quality assurance in the selection, training, and evaluation of individuals who will conduct program reviews as well as procedures to avoid conflicts of interest or bias in making assignments for review of programs in each institution. They will provide materials that may be requested by NCATE from time to time for use by SASB and its Process and Evaluation Committee to show how SASB guidelines for review procedures, quality, and feedback to institutions are being implemented and whether SPA actions are completed in a timely manner. Specialty organizations may also be asked to review and comment on analyses prepared by NCATE for use by the Process and Evaluation Committee.*

A team of trained reviewers reviews the program reports prepared by the various institutions. The documentation is forwarded by NCATE to the TESOL program review coordinator. The documentation is then sent to three reviewers who independently evaluate each program. The reviewers do not know which other individuals are reviewing the same institutions. The program review coordinator does not review any program reports but serves to facilitate the review process. The review process takes approximately 3 weeks.

When the reviews are complete they are returned to the program review coordinator. If two or more reviewers agree in their evaluation of a folio, then that recommendation is sent to NCATE. When there is disagreement among the reviewers, the program review coordinator conducts a phone interview with the reviewers in an effort to reach consensus. If there still is disagreement among the three reviewers, the program review coordinator sends the program report to three new reviewers, and the process described above is repeated.

Once there is agreement between at least two reviewers, the program review coordinator compiles the three reviews into one report. This report and recommendation is then returned to NCATE for subsequent return to the submitting institution.

All reviewers participate in a training program. This training is held every year during the TESOL annual convention. The nature of this training includes simulation, direct lecture, role-playing, and review of TESOL/NCATE standards. Individuals volunteer to participate in the training. Following completion of the training, the volunteers are screened for final appointment.

The TESOL program review coordinator monitors the performance of reviewers. The TESOL Standards Committee provides oversight for the quality of the process.

TESOL also holds training sessions for institutions during its annual convention. Institutions that are preparing for accreditation are invited to send a representative to these sessions.

2. *At least two trained reviewers must read and respond to each program evidence submission.* (This information is located within section IV of this document, Guidance For Institutions: Instructions For Preparing The Program Report.)

TESOL trainers, administrators, professors, teachers, and practitioners who have acquired training and experience in the application of the TESOL *ESL Standards for P–12 Teacher Education Programs* evaluate program review materials.

Reviewers are selected on the basis of professional experience; ability to represent the needs of the profession; and potential ability and willingness to provide comprehensive, valid, timely reviews. Potential reviewers are nominated by the TESOL Standards Committee or by colleagues or supervisors. Self-nominations are also accepted.

Once selected, reviewers complete a "Reviewer Information Scan," which requests information on past and present institutional affiliations. Reviewers undergo initial training in the interpretation and application of standards and periodic training updates. They are initially assigned to review teams consisting of at least two experienced reviewers who can provide guidance and mentoring. After achieving a level of competency reflected in high-quality review reports submitted to the Program Approval Board, reviewers are eligible to serve on two-person teams and as mentors to new reviewers.

The TESOL program review coordinator will evaluate the performance of reviewers, taking into account such factors as adherence to TESOL/NCATE procedures and schedules, thoroughness of reviews, and participation in annual reviewers' meetings.

Two or three people with extensive background in the evaluation of programs examine each program independently. Prior to evaluating materials, each reviewer is asked to consider whether a potential conflict of interest might exist or be perceived to exist for any reason, including factors such as prior involvement with the institution, program, or personnel at that institution. A program reviewer is never assigned to review a program in a state in which that reviewer resides.

Reviewers evaluate the program's compliance with each standard by examining the statements made by the program in submitted material(s), programmatic evidence (e.g., of program policy and practice), and evidence of candidate performance consistent with the standards.

Reviewers evaluate each standard using the following ratings:

A = **Approaches Standard**, meaning that the documentation provided and the evidence submitted clearly establish that the teacher candidate has knowledge about the subject content but does not yet adequately apply it to the classroom.

M = **Meets Standard**, meaning that the documentation provided and the evidence submitted clearly establish that the teacher candidate demonstrates the dispositions, knowledge, and skills to effectively teach ESOL learners. Candidates apply that knowledge within the classroom and other professional teaching situations.

E = **Exceeds Standard**, meaning that the documentation provided and the evidence submitted clearly establish that the teacher candidate consistently demonstrates the dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It is expected that teacher candidates who exceed

standards would be good candidates after the required 3 years of teaching for National Board for Professional Teacher Standards Certification under "English as a New Language."

Appendix D: TESOL'S Feedback from the Field

Feedback and Decisions

Most of the respondents expressed their satisfaction with the first draft of the document and made no recommendations for major changes. Suggestions that provided clarity or inclusiveness were incorporated into the document. The chart below reflects pertinent key elements of survey respondents' feedback and action taken by the task force.

Feedback on First Draft

Survey Section	Respondents' Comments/Suggestions	Task Force Action
Front Matter	Encourage more diversity in the ESOL teaching field.	Addressed
	Cover elementary as well as secondary level.	Addressed
Document in general	Make "Approaches Standard" column more positive.	Addressed
	Review columns. "Meets Standard" is sometimes too high for new teachers.	Addressed
	Substitute for the word "understand" in "Approaches Standard." This evokes in-depth knowledge, the ability to analyze. Perhaps "be familiar with" or "know."	Incorporated
	Overwhelmed. As PhD in the field, I don't meet all of these standards. Streamline.	Addressed
	Use not only "elements" but "elements and processes."	Incorporated
	Address issue of adding courses to an already full load for candidates.	Not relevant
	Address the fact that candidates' instructors need room to be creative and time to fit in their own priorities.	Not relevant
	Address recruitment of minority candidates to the TE [teacher education] program.	Incorporated
	Address parents and families.	Incorporated
	Address diversity among learners, for example, limited formal schooling and disabilities.	Incorporated and expanded
	Address the transition to mainstream classes.	Incorporated
	Review references for overlap and appropriateness.	Addressed
	Reformat.	Done
	Add another domain that addresses candidates' English proficiency to be a language model.	Incorporated in Domains 1 and 5
	Add more emphasis on effective use of techniques.	Addressed

Domain 1: Language	Identify the components of the range of language proficiency/developmental nature of language.	Addressed
	Address EFL standards.	Not relevant
	Address the understanding of pragmatics and oral/written discourse.	Incorporated
	Acknowledge different varieties of English.	Incorporated
	Seems to imply that teacher-centered classes are less effective than student-centered ones. Make language more neutral.	Addressed
	Redo section on Sapir-Whorf (example provided).	Addressed
	Add: assist learners to develop strategies for improving linguistic proficiency independently.	Incorporated
	Mention the value of the candidates' having gone through the process of acquiring/learning another language.	Incorporated
Domain 2: Culture	Address preparing students for the school culture.	Incorporated
	Address teachers as advocates, agents of change.	Incorporated
	Address endorsement vs. certification needs.	Not relevant
	Focus on the additive nature of culture, not the loss of the native culture.	Addressed
	Replace "groups" with "identity."	Addressed
	2.a.2. implies that cultures are monolithic. There is as much variety within a culture as across cultures.	Incorporated
Domain 3: Instruction	Technology is a literacy tool. Give it and resources their due.	Incorporated
	Cross-reference with K–12 standards in this section.	Incorporated
	Tease apart the overlap of standards in this domain, i.e., a.1. and a.2.	Addressed
	Where is argumentation?	Addressed
	What does it mean to learn language and academic content together?	Addressed
	Do you want to restrict to on-line multimedia?	Incorporated
	3.d.3. and 4 are too similar to be separate. What about appropriateness of materials and medium?	Addressed
	Strike a balance between oral and written language.	Addressed
	Put more emphasis on literacy skills.	Addressed
	Include classroom assessment here and in the front matter.	Addressed
	Add behavior management.	Addressed and covered in NCATE standards
	In the introduction to Domain 3, add that expectations and practices should be developmentally appropriate.	Addressed
	Consider terms such as age-appropriate, grade-appropriate, and developmentally-appropriate	Incorporated

	content.	
	Candidate covers less content for students who have a lower level of proficiency.	Not relevant
	Guide candidates from thinking that oral language must be perfected before one attempts writing.	Incorporated
	Add that language acquisition does not have to be at the expense of L1 development. There are benefits to developing proficiency in two languages.	Addressed
	Add adapting literary texts for TESOL, but consider that some states refuse credit for using simplified materials.	Addressed
Domain 4: Assessment	Focus on performance-based assessment of student learning.	Incorporated
	Address alternatives to IQ and traditional special education testing.	Addressed
	Address purposes of a home language survey.	Addressed
	Address cultural bias in the introduction.	Incorporated
	Address why and under what circumstances teachers need to adapt assessment tasks.	Incorporated
	Under "special needs," address gifted and talented as well as special education students.	Incorporated
	Include cultural bias with linguistic bias.	Incorporated
	Distinguish between language proficiency, assessment, and achievement testing.	Incorporated
	Assessment and tests are used interchangeably. Be consistent with Domain 1.	Addressed
	Add that candidates must know about state standards/assessment and their impact on ESL students.	Addressed
Domain 5: Professionalism	Include attending the annual TESOL convention.	Addressed
	Use ELL [English language learners], not "language minority" or "LEP" students.	Incorporated
	Allow that teachers may not have the possibility of collaborating with others, i.e., "if applicable."	Addressed
	Don't distinguish between NS [native speakers of English] and NNS [nonnative speakers of English], but include being a good academic language model.	Incorporated

Feedback on Second Draft

Survey Section	Respondents' Comments/Suggestions	Task Force Action
Document in General		
Domain 1: Language	For social and academic purposes, broaden "social"	Incorporated

	to "sociopolitical," and/or "sociocultural."	
	Add "non-native speakers" to "good language models" here and in Domain 3.	Addressed
	Add language that would indicate that classroom routines, repetitions provide focus on form or enhanced input.	Incorporated
	Change 1.b.5. so that it speaks only to literacy development, not language development, and move it to the end.	Addressed
	Change 1.b.6. so that it deals exclusively with universal route of L2 acquisition, developmental stages of SLA, and acquisition order and sequences.	Addressed
	Change the wording in 1.b.10. so that it deals exclusively with errors. Emphasize systematic nature of errors/inter-language; role of L1 transfer—in inter-language phonology.	Incorporated
	Sociocultural approaches should be brought into the standards.	Addressed
Domain 2: Culture	Mention that cultural and political issues that make a difference in students' lives can be a pivot around which skills are built and academic goals are achieved.	Addressed
	Mention the danger of false assumptions about cultural differences in "Supporting Explanation." Discursive discourse often comes into play revealing bias.	Addressed
Domain 3: Instruction	Standard 3.b.4.: Speaking should be included in the Meets Standard column.	Addressed
	Add a statement about students' language proficiency level, under "Meets Standard."	Incorporated
Domain 4: Assessment	Include gifted and talented testing.	Addressed
	Add cultural bias in introduction.	Incorporated
	Distinguish between language proficiency assessment and achievement testing.	Addressed
	Alternatives to IQ tests, alternatives to traditional special education testing.	Addressed
	4.b.3.: "Meets standard" is too advanced for new teachers; exceeds is a "meet."	Incorporated

	4.c.1.: "Approaches Standard" should be "Meets Standard."	Addressed
	4.c.2.: Under "Meets," change *develop* to *use*.	Incorporated
Domain 5: Professionalism	Add a sentence stating that SLA does not have to be at the expense of L1 development.	Addressed

Appendix E: GLOSSARY OF TERMS

academic language: language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study

accommodation (verb: accommodate): procedure often given to ESOL students during English-medium standardized or high-stakes testing experiences that enables them to demonstrate knowledge of content regardless of their English proficiency (e.g., test translations, permission to use bilingual dictionaries)

achievement test: test that reflects a student's progress and learning of materials presented in a specific course, often referring to specific course objectives and often based on detailed course syllabus and/or course materials

acquisition (verb: acquire): the process of developing competency in a language

affective variables: the emotional variables that affect language acquisition (e.g., motivation, self-esteem, attitudes, anxiety)

alternative measures of assessment: criterion-referenced method of assessment that is alternative to traditional forms of testing, often referring to nonquantifiable results, often controlled by classroom participants other than the teacher or test proctor

authentic measures: various kinds of assessment reflecting student learning of, progress on, and attitudes toward relevant coursework (e.g., performance assessment, portfolios, peer assessment, self-assessment)

bias: content material reflects cultural and/or linguistic information unfamiliar to ESOL learners (see also cultural bias, linguistic bias)

behaviorist: stimulus response reward, habit formation theory of learning

benchmark: description that demonstrates progress and/or proficiency in a particular skill

bubble sheets: format of testing often given to students in multiple-choice, standardized, high-stakes, or norm-referenced procedures; student must use pencil to fill in numbered or lettered circles corresponding to a list of possible answers listed on a separate test paper or booklet

code-switching: a change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level

cognate: a word in one language that is similar in form and meaning to a word in another language because the two languages are related

cognitive variables: developmental factors (e.g., age, developmental maturity, learner styles, learner strategies) that enable students to think, solve problems, and acquire information

collaborative teaching: models of instruction involving more than one teacher, including team teaching, parallel teaching, and station teaching

collocation: the clustering and restrictions on clustering of words in combination

communicative competence: the ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence

comprehensible input: a construct developed to describe understandable and meaningful language directed at L2 learners under optimal conditions; characterized as the language the learner already knows plus a range of new language that is made comprehensible by the use of certain planned strategies

criterion-referenced: assessment designed to measure a student's particular ability to work with a specific skill or piece of knowledge; focus on the assessment is exclusively on the student (see norm referenced)

cultural bias: images or references that come from the target culture/L2 culture and are unfamiliar to ESOL learners (see bias; linguistic bias)

cultural identity: the characteristics at the intersection of language and culture that constitute the makeup of an individual

cultural relativism: the notion that language is reflective of a given culture; the interdependence of culture and language

cultural universalism: the notion that similar patterns or characteristics exist across cultures

diagnostic: assessment measure used to indicate a student's potential and future performance

dialect: a regional or social variety of language distinguished by features of vocabulary, grammar, pronunciation, and discourse that differ from other varieties

exiting: determination that an ESOL student is ready to advance to a content-area instruction in English along with native speakers (see reclassification)

grapheme: the smallest unit in a writing system (e.g., a letter, number, or symbol)

high-stakes testing: standardized test used to reflect how well schools are doing in content areas and/or to help determine graduation qualification for the students who take it

interlanguage: an intermediate system that learners create as they attempt to achieve native-like competence (Díaz-Rico, L. T., & Weed, K. Z. [2002]. *The Cross-Cultural, Language, and Academic Development Handbook: A Complete K–12 Reference Guide* [2nd ed.]. Boston: Allyn & Bacon)

LFS: limited formal schooling

language minority students: students who speak a language other than or in addition to English at home

language varieties: variations of a language used by particular groups of people that includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, and so forth; may also vary by social group (sociolect) or idiosyncratically for a particular individual (idiolect)

learning styles: preferences for processing information, often culturally based

linguistic bias: items overtly or implicitly favoring speakers of standard dialects

monitor (verb): to oversee; check and adjust when necessary; a higher level of language acquisition when the learner recognizes and can correct grammatical, lexical, or pronunciation errors

motivation: the inner drive that pushes an individual to accomplish something; Gardner and Lambert (*Attitudes and Motivation in Second Language Learning*. [1972]. Rowley, MA: Newbury House) distinguish between instrumental motivation (an external or specific purpose for learning, e.g., a business trip) and integrative motivation (the desire to become a part of a community)

multiple choice: kind of assessment in which a student reads a question and selects a correct answer from a set of several choices; common question format used in standardized and high-stakes examinations (see bubble sheets)

native language assessment: an instrument designed to provide information on the level of proficiency (preferably across all four skill areas: listening, speaking, reading, and writing) an individual possesses in his/her native, or first, language

nonverbal communication: paralinguistic and nonlinguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include gestures, facial expressions, and body language, among others

norm-referenced: type of assessment in which a student's result is related to that of other students who take the same test, often presented as a number indicating the percent of students who also took the assessment that performed better or worse than that student (see criterion-referenced)

orthography: the spelling system

peer assessment: performance measure in which control of a student's evaluation is handled by other students in the course; control is often outside the purview of the teacher

phoneme: the smallest unit of sound that distinguishes meaning in words

phonemic awareness: the ability to perceive and manipulate the sounds (phonemes) that make up words in oral language

placement: assessment to determine the proficiency level of a student, usually leading to determination of which class that student would most comfortably work in

portfolio: a compilation of selections of a student's work that reflects progress over time, typically conducted as part of class activities or homework, reflecting characteristics of performance assessment

primary language: first or native language spoken by an individual

realia: actual objects and items that are brought into a classroom as examples or aids in speaking or writing practice in language teaching (e.g., photographs, articles of clothing, household items)

reclassification: determination that an ESOL student is ready to advance to a higher level of English language instruction (see exiting)

reliability: a technical measure to determine an assessment's ability to produce consistent, accurate results

scaffolding: the provision of temporary support (often linguistic) by a more proficient person for learners not able to perform unassisted

social constructivism: learning theory that claims learners actively construct their own understandings within a social context (contrast with transmission theory of learning)

social language: the aspect of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom

sociocultural competence: ability to function effectively in a particular social or cultural context according to the rules or expectations of behavior held by members of that social or cultural group

sociocultural variables: factors associated with the social and cultural community (e.g., language and ethnic status, value systems)

sociolinguistic competence: related to communicative competence; the extent to which language is appropriately understood and used in a given situation (e.g., the ability to make apologies, give compliments, and politely refuse requests)

standardized achievement tests: measures developed commercially or at the district or state level, intended to determine how schools are performing in content areas (see high-stakes testing)

standards-based assessment: the systematic planning, gathering, analyzing, and reporting of student performance according to established standards, such as the ESL standards

text-rich environment: a classroom or other learning center where a large variety of print is available that represents a wide variety of English proficiency levels and age-appropriate content; texts may also be in the L1 of the students

traditional measures of assessment: types of tests used when many students are being tested simultaneously, often norm-referenced, multiple choice, standardized

validity: a technical measure of an assessment's match between the information collected by the items and its specified purposes