

584-017-1025 (ADOPT)

incorrect number - already used for consortiums

English Language Learner (ELL) Knowledge, Skills, Abilities and Dispositions for All Educator Preparation Candidates, Faculty and Programs

(1) Purpose of the Standards: It is the Commission's policy that every p-12 educator has a responsibility to meet the needs of Oregon's English Language Learner students. As such, accreditation and educator preparation requirements must support the demand for well-prepared educators to work with second language learners of all ages.

(2) These standards apply to pre-service candidates working to become teachers, administrators, personnel service educators and educator preparation program (EPP) faculty.

(3) The ELL Knowledge, Skills, Abilities and Dispositions:

(A) Language: Candidates, and higher education faculty know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement. Candidates and higher education faculty:

- (i) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;
- (ii) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels;
- (iii) Recognize the role of first language (L1) in learning the second language (L2); and
- (iv) Are aware of personal, affective and social variables influencing second language acquisition.

(B) Culture: Candidates, and higher education faculty know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement. Candidates, and higher education faculty:

- (i) Understand the impact of culture on language learning;
- (ii) Recognize and combat deficit perspectives and views on second language learner students;
- (iii) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and
- (iv) Understand how one's own culture impacts one's teaching practice.

(C) Planning, Implementing, and Managing Instruction: Candidates and higher education faculty know and understand the use of 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. Candidates and higher education faculty:

- (i) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models);
- (ii) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;
- (iii) Are familiar with state-adopted English Language Proficiencies standards, and are able to develop lessons that include both content and language objectives related to those standards; and
- (iv) Incorporate primary language support within instruction.

(D) Assessment: Candidates and higher education faculty understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages. Candidates and higher education faculty:

- (i) Understand the role of language in content assessments; and
- (ii) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

(E) Professionalism: Candidates and higher education faculty 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 ELL and bilingual students and their families and work collaboratively to improve the learning environment. Candidates and higher education faculty:

- (i) Understand the importance of fostering family and school partnerships; and
- (ii) Understand the importance of collaborating and consulting with English Language Development specialists.

(F) Technology: Candidates and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates and higher education faculty:

- (i) Demonstrate knowledge of current technologies and application of technology with ELL students;
- (ii) Design, develop, and implement student learning activities that integrate information technology; and
- (iii) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

ESOL Basic Competencies (See separate document for complete wording.)

COMPETENCIES	STUDENTS	EPP FACULTY
Language		
academic/social language, oracy/literacy, forms/functions	TCE 472/572 readings and assignments	
characteristics of English language proficiency levels	TCE 472/572 readings and assignments	
the role of L1 in learning the L2	TCE 472/572 readings and assignments	
influence of personal, affective and social variables on SLA	TCE 472/572 readings and assignments	
Culture		
impact of culture on language learning	TCE 472/572 readings and assignments	
recognize and combat deficit perspectives	TCE 472/572 readings and assignments	
how one's own culture impacts one's teaching practice	TCE 472/572 readings and assignments	
Planning, Implementing, and Managing Instruction		
different ELL program models	TCE 472/572 readings and assignments	
basic sheltered strategies for ELLs		
lesson planning w/ELP standards & language objectives		
incorporate primary language support within instruction		
Assessment		
the role of language in content assessments		
implement multiple/varied assessments appropriate to ELLs		
Professionalism		
family and school partnerships	TCE 472/572 readings and assignments	
collaborating and consulting with ELD specialists	TCE 472/572 readings and assignments	
Technology		
current technology and application with ELLs		
design/develop/implement activities with technology		
technology for professional development		