# English as a Second Language (ESL)

Based on TESOL International Association [Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs](https://www.tesol.org/docs/default-source/books/2018-tesol-teacher-prep-standards-final.pdf?sfvrsn=23f3ffdc_6)

## Standard 1. Knowledge about Language

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Demonstrates knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs. |  |  |  |
| 1b. Demonstrates knowledge of  second language acquisition theory  and developmental process of language  to set expectations for and facilitate  language learning. |  |  |  |
| 1c. Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs’ language learning in English. |  |  |  |
| 1d. Applies knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs’ academic achievement across content areas. |  |  |  |

## Standard 2. ELLs in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of Ells strengths and needs.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs. |  |  |  |
| 2b. Demonstrates knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. |  |  |  |
| 2c. Devise and implement methods to understand each ELLs’ academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs. |  |  |  |
| 2d. Devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices |  |  |  |
| 2e. Identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general. |  |  |  |

## Standard 3. PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs’ acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs’ learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs in the content areas. |  |  |  |
| 3b. Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive. |  |  |  |
| 3c. Candidates adjust instructional decisions after critical reflection on individual ELLs’ learning outcomes in both language and content. |  |  |  |
| 3d. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs’ learning of language and literacies in the content areas. |  |  |  |
| 3e. Candidates use and adapt relevant materials and resources, including digital resources,  to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language. |  |  |  |

## Standard 4. Assessment and Evaluation

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs’ families.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. The candidate makes informed instructional decisions that support  language learning. |  |  |  |
| 4b. Demonstrates understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. The candidate determine language and content learning goals based on assessment data. |  |  |  |
| 4c. Demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments. |  |  |  |
| 4d. Demonstrates understanding of how  English language proficiency assessment results are used for identification, placement, and reclassification. |  |  |  |

## Standard 5. Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing  
policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment   
and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Demonstrates knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs. |  |  |  |
| 5b. Applies knowledge of school, district, and governmental policies and legislation that impact ELLs’ educational rights in order to advocate for ELLs. |  |  |  |
| 5c. Practices self-assessment and reflection,  makes adjustments for self-improvement, and plans for continuous professional development in the field of English language learning and teaching. |  |  |  |
| 5d. Engages in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty. |  |  |  |

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