Competencies for English Second Language Teachers, Grades K-12

2020

In addition to the Arkansas Teaching Standards, the English Second Language (ESL) Teacher, grades K-12, shall demonstrate knowledge and competencies in the following areas:

1. Language *TESOL/CAEP: Standard 1* *Praxis II (5362): Sections I & II*	1.1 Acknowledges English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas 1.2 Explains second language acquisition theory and developmental process of language to set expectations for and facilitate language learning 1.3 Demonstrates knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English 1.4 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 1.5 References IPA (the International Phonetic Alphabet) to explain similarities and differences in language phonology 1.6 Identifies concepts of World Englishes 1.7 Explains inconsistencies and irregularities of the English language 1.8 Analyzes the similarities and differences between first and second language acquisition and how learners' first language can affect their second-language production and reception 1.9 Explains how first-language literacy influences the development of English literacy 1.10 Considers that in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, and emotional) and provides needed supports
2. Culture *TESOL/CAEP: Standard 2* *Praxis II (5362): Section V*	2.1 Demonstrates knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, affects the education of ELLs 2.2 Explains the ways cultural variables affect second-language acquisition and teaching 2.3 Applies knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs 2.4 Devises and implements 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 2.5 Devises and implements 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 2.6 Identifies and describes 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
	2.7 Differentiates the difference between acculturation and assimilation
	2.8 Discusses the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting
	2.9 Explains and applies concepts about the interrelationship between language and culture
	2.10 Explains and applies knowledge about the effects of racism, stereotyping and discrimination to teaching and learning
3. Planning, Implementing, and Maintaining Instruction *TESOL/CAEP: Standard 3* *Praxis II (5362): Section III*	3.1 Designs culturally and linguistically relevant, supportive environments that promote ELLs' learning
	3.2 Devises scaffolded instruction of language and literacies to support standards and curricular objects for ELLs in the content areas
	3.3 Utilizes effective practices for teaching literacy to English- language learners
	3.4 Promotes ELLs' acquisition of receptive and productive skills
	3.5 Effectively integrates the four domains of language (i.e., speaking, listening, reading, and writing) into instruction
	3.6 Instructs ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches
	3.7 Adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
	3.8 Plans 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
	3.9 Uses and adapts relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, ELLs, and parents/guardians to foster student learning of language and literacies in the content area
	3.10 Assesses and supports Students with Limited or Interrupted Formal Education (SLIFE), formerly known as Students with Interrupted Formal Education (SIFE)
	3.11 Plans and modifies lessons for ELLs with learning disabilities or gifted services
4. Assessment *TESOL/CAEP: Standard 4* *Praxis II (5362): Section IV*	4.1 Applies knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests and make informed instructional decisions that support language learning
	4.2 Utilizes assessment in the identification, placement, and exit from language-support
	4.3 Designs classroom-based formative, summative, and diagnostic assessments based on language and content learning goals that are scaffolded for both English language and content assessment
	4.4 Demonstrates knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments

	4.5	Utilizes strategies for communicating assessment data to English learners and their parents/guardians
	4.6	Advocates for ELLs who may be eligible for special education and/or gifted and talented services and provides feedback about assessment data
5. Professionalism *TESOL/CAEP:* *Standard 5* *Praxis II (5362):* *Section VI*	5.1	Implements effective collaboration strategies to plan ways to serve as a resource for ELL instruction and to support school personnel, ELLs and families
	5.2	Applies knowledge of school, district, and governmental policies and legislation to support ELLs' educational rights
	5.3	Self-assesses, reflects, and grows professionally in the field of English language learning and teaching
	5.4	Differentiates between disabilities and typical language proficiency development
	5.5	Uses a variety strategies for consulting and communicating with ELL parents/guardians about each student's progress and needs