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## **Preface**

**Florida school districts, including two of the largest in the nation, are greatly impacted by English Language Learners (ELLs). There are 240,000 ELLs in Florida. These students have emigrated from 299 different countries with over 300 different languages spoken among them. These demographics reflect the growth of ELLs throughout the State. In order to monitor the increasing number of ELLs, the Bureau of Student Achievement through Language Acquisition (SALA) monitors compliance for state and federal rules. With this in mind, this document was designed to provide a set of standards for both in-service and pre-service teachers within the State of Florida.**

**The writing team members were selected through a self-nominated process at district and university levels. National ESOL experts were recommended by colleagues. The requirements for district-level nominees were ESOL endorsement and ESOL trainer experience. State experts were selected from institutes of higher education; they too were required to be experts in the field of pre-service teacher education of ESOL. Twenty-three people responded to the open invitation and were invited to participate; the nominees reflected a balanced group of stakeholders. Together, they composed the initial draft, which was later reviewed by a smaller group of experts. This document reflects standards based on current research, developments in the field, and school-based needs across the state. The standards are organized by six overarching, interconnected domains, which highlight the primary ESOL areas addressed, but do not reflect a hierarchy of importance.**

**There are nine standards and 40 performance indicators, which provide guidance for planning and implementation of educator training and support the teaching and learning of ELLs.**

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## **Domain 1: Applied Linguistics**

### **Introduction**

**Applied linguistics is the science that explores how languages can best be learned and taught, as well as examines social factors that affect language learning. In order to be effective models of the English language, educators must understand and implement the principles of applied linguistics.**

**Standard 1: Demonstrate knowledge of the principles of language and implications for explicit instruction.**

#### **Performance Indicators:**

- 1. Demonstrate an understanding of the English language system and its structure (phonology, morphology, semantics, syntax, pragmatics, and discourse).**
- 2. Demonstrate an understanding of the role of language transfers (positive transfers = cognates; negative transfers = interferences).**
- 3. Investigate similarities and differences between English and other languages as reflected in student population.**
- 4. Apply the principles of first and second language acquisition theories.**
- 5. Demonstrate the ability to differentiate between social and academic language proficiency.**

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## **Domain 2: English Literacy Development**

### **Introduction**

**Literacy is the ability to use language for listening, speaking, reading, writing, numeracy, and viewing (visual literacy) to communicate meaning. Developing an awareness of the forms, functions, and uses of literacy in different cultures and its impact on second language literacy development is critical for educators. (Colorin Colorado - 2007)(International Visual Literacy Association)**

**Standard 1 – Listening and Speaking: Demonstrate the effective use of a variety of instructional practices and materials to develop ELLs’ listening and speaking literacy skills across varying contexts and content areas.**

#### **Performance Indicators:**

- 1. Identify the characteristics of oral language development for ELLs.**
- 2. Explain the relationship between first and second language oral proficiency and second language development.**
- 3. Engage ELLs in purposeful oral discourse in social and academic contexts.**
- 4. Select and adapt strategies to increase academic oral language in the classroom.**

#### **Support for Domain 2, Standard 1:**

**Encouragement and increased complex spoken language to a child can increase the acquisition of his/her oral language acquisition. In early childhood, this strongly correlates to increased IQ and academic success (Chard, 2006).**

**Diane August (2006), National Literacy Report.**

**Cummins’ distinction between social and academic language and common underlying proficiency (CUP).**

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**Standard 2 – Reading:** Demonstrate the effective use of a variety of instructional practices and materials to develop ELLs’ reading literacy skills across varying contexts and content areas.

### **Performance Indicators:**

- 1. Identify the characteristics of reading development for ELLs and implement differentiated instruction for reading.**
- 2. Identify ways to connect ELLs’ language skills (listening, speaking, reading, and writing) to develop second language literacy.**
- 3. Implement strategies for scaffolding to simplify the language of the text for ELLs in content areas.**
- 4. Provide intervention and linguistic modifications to improve reading literacy among ELLs.**

**Standard 3 – Writing:** Demonstrate the effective use of a variety of instructional practices and materials to develop ELLs’ writing literacy skills across varying contexts and content areas.

### **Performance Indicators:**

- 1. Identify the characteristics of writing development for ELLs.**
- 2. Investigate the writing systems of the languages represented in the classroom.**
- 3. Provide instructional materials and activities for ELLs to use the writing process in a variety of contexts.**
- 4. Select and adapt principles of phonology, morphology, syntax, semantics, and discourse in the writing process.**



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## **Domain 3: Assessment**

### **Introduction**

**Assessment is an extensive range of actions used to obtain information about students' knowledge and skills. Considering the cultural and linguistic diversity of ELLs, appropriate assessment provides ways to demonstrate what they know and can do both in the English language and content areas.**

**Standard 1: Demonstrate the ability to collect and document evidence of student learning and progress to make informed placement, programmatic, and instructional decisions to enhance ELLs' learning.**

#### **Performance Indicators:**

- 1. Summarize state and federal assessment policies for ELLs.**
- 2. Identify measurement concepts (i.e. validity, reliability, etc.) and types of assessments (e.g. norm reference, criterion referenced, formative, summative, performance based).**
- 3. Identify linguistic and cultural biases in assessment.**
- 4. Identify and use appropriate formal and informal assessment tools and techniques.**
- 5. Interpret assessment data to guide instructional decisions based on ELLs' background variables.**

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## **Domain 4: Culture**

### **Introduction**

**Culture is dynamic, learned, and often heterogeneous and is comprised of an integrated pattern of human knowledge, beliefs, and behaviors. It is critical for all educators to understand that language and culture are interrelated and that family and community involvement influence ELLs' academic success.**

**Standard 1: Demonstrate how culture, along with family and community involvement, impacts ELLs' academic achievement and well-being.**

### **Performance Indicators:**

- 1. Identify elements of culture and characteristics of cultural adaptation.**
- 2. Investigate the individual cultural backgrounds of the ELLs in the classroom.**
- 3. Implement and/or describe a culturally sensitive classroom environment.**
- 4. Recognize cultural differences between schooling in the United States and other countries.**
- 5. Provide evidence of the impact family and community involvement has on the success of ELLs.**

### **Resources for Domain 4:**

- Beyond the Bake Sale  
The Essential Guide to Family-School Partnerships  
By: Henderson, Mapp, Johnson, and Davies**
- What Great Teachers Do Differently  
14 Things That Matter Most  
By: Todd Whitaker**
- Balancing Reading and Language Learning  
By: Mary Cappellini**
- Joyce Epstein**

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## **Domain 5: Methods and Curriculum**

### **Introduction**

**Methods and Curriculum Development includes theories, strategies, materials, and differentiated instruction to support language and academic needs of ELLs. It is essential for educators to plan and deliver instruction, which makes learning meaningful and comprehensible for ELLs.**

**Standard 1: Demonstrate an understanding of ESOL methodologies and effective instructional strategies.**

#### **Performance Indicators:**

- 1. Identify ESOL methods from a historical perspective.**
- 2. Plan, implement, and manage ESOL instruction in Language Arts.**
- 3. Implement effective strategies for content area instruction that integrate content and language objectives for ELLs.**
- 4. Review program models for ESOL instruction that reflect best practices.**
- 5. Develop awareness of current research relevant to ESOL best practices and on-going professional development opportunities.**
- 6. Participate in collaborative planning opportunities across content areas.**
- 7. Identify and use appropriate technology that supports and enhances classroom instruction for ELLs.**

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**Standard 2: Demonstrate an understanding of ESOL curriculum.**

**Performance Indicators:**

- 1. Identify characteristics to be considered when selecting materials (print and computer assisted) for ELLs.**
- 2. Select and use appropriate instructional materials for ELL lessons.**
- 3. Identify curricular issues that impact ELLs being served by exceptional student education (gifted, learning disabled, etc.).**

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## **Domain 6: Legal Issues**

### **Introduction**

**The educational landscape of ELLs in Florida has been shaped by the U.S. Constitution, legislation, state and federal regulation, and case law. Knowledge of this body of law assists educators in providing ELLs pertinent services.**

**Standard 1: Demonstrate knowledge of federal and state mandates specific to the education of ELLs.**

### **Performance Indicators:**

- 1. Identify constitutional, legislative and regulatory mandates that affect the educational framework for ELLs (e.g., 14<sup>th</sup> Amendment U.S. Constitution, Title VI & VII Civil Rights Act of 1964, No Child Left Behind).**
- 2. Identify major U.S. Supreme Court decisions that have impacted the education of ELLs (e.g., Lau v. Nichols, 1974; Plyer v. Doe, 1982; Flores v. Horne, 2009).**
- 3. Describe major components of the League of United Latin American Citizens (LULAC) et al. v State Board of Education Consent Decree, 1990, and apply to classroom situations.**

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### Supporting References for Domain 6:

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- Anstrom, K. (1997).** Academic achievement for secondary language minority students: Standards, measures and promising practices. National Clearinghouse for Bilingual Education, <http://www.ncele.gwu.edu/pubs/reports/acadach.htm>.
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- Brown, C.L. ( Summer 2005).** Equity of literacy-based math performance assessments for English Language learners. *Bilingual Research Journal*, 29: 2. [http://brj.asu.edu/content/vol29\\_no2/art5.pdf](http://brj.asu.edu/content/vol29_no2/art5.pdf)
- Johnson, E. and Monroe, B. (2004).** Simplified language as an accommodation on math tests. *Assessment for Effective Intervention*, 29(3), 35-45.
- Kim, J.S. and Sunderman, G.L.( November 2005)** Measuring academic proficiency under the No Child Left Behind Act: Implications for educational equity. *Educational Researcher*, Vol. 34, No. 8, pp. 3–13.

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**Klingner, J, and Harry, B. (2006). The Special Education Referral and decision-making process for English language Learners: Child Study Team Meetings and Placement Conferences.**

**Macswan, J. and Rosltad, K. (2006). How language Proficiency Tests mislead us about ability: Implications for English language learner placement in special education.**

**Charelene Rivera**

### **Examples: Literacies**

- **Engage students by inviting them to provide and obtain information, express feelings and emotions, and exchange opinions with peers and teachers about what they read.**
- **Invite learners to talk about their prior experiences and knowledge to help them make the connections with the text before they read.**
- **Provide opportunities for students to read aloud to both teacher and peers to practice fluent language production (apply stress, intonation, pitch, and rhythm).**
- **Organize literature circles so that students can discuss previously read material, talk about text and related topics, and construct both surface-level and deeper meanings.**
- **Invite learners to read along as they see words and hear the teacher pronounce the word.**
- **Bring objects to class and invite students to talk about them, describe their function, and write something about those objects.**
- **Use high-interest illustrated story books to stimulate discussion about what they have read.**
- **Use multimedia tools to critically evaluate and share information orally with peers and teachers.**