

MoSTEP 1.2.1.1: English for Speakers of Other Languages (ESOL) K-12 Competencies
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The beginning (preservice) teacher of **English for Speakers of Other Languages (ESOL) K-12** will demonstrate knowledge of and/or competency in the following areas of study:

<p>1. Language, Linguistics, and Second-Language Acquisition: Major concepts, theories, and research related to the nature and acquisition of language necessary to constructing learning environments that support ESOL students' language and literacy development and content area achievement. (1997 SSC: 1.1-1.4; 3.1-3.4; CR: III-A, -C; TESOL 1a, 1b)</p>	<ol style="list-style-type: none"> 1. (1997 SSC: 1.1, 1.3; TESOL: 1a1-1.a4) principles characterizing all human language systems: phonology, morphology, syntax, semantics. 2. (1997 SSC: 3.1, 3.3) comparing first- and second-language acquisition. 3. (1997 SSC: 1.2, 1.3; TESOL: 1a8) recognizing the nature and value of World Englishes and dialect variation. 4. (TESOL: 1a9) identifying and using linguistic resources for learning about the structure of English and of students' home languages. 5. (1997 SSC: 1.4; TESOL: 1a5) using pragmatics and the functions of language in social (formal and informal) and academic settings. 6. (TESOL: 1a7) identifying and using a range of genres, rhetorical and discourse structures, and writing conventions in English. 7. (1997 SSC: 3.2, 3.4; TESOL: 1b9, 1b7) recognizing the role of individual emotional, social, and intellectual variables in the process of learning English while maintaining the first language, including the importance of ESOL students' home language(s) and language varieties.
<p>2. Culture: 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. (1997 SSC: 2.1-2.3; CR: III-B; TESOL: 2a, 2b)</p>	<ol style="list-style-type: none"> 1. (TESOL: 2a2) the effects of racism, stereotyping, and poverty on ESL teaching and learning. 2. (1997 SSC: 2.1; TESOL 2b2) the impact of cultural identity on perceptions, communication (verbal and non-verbal), behaviors, learning, and how levels of cultural identity vary among students. 3. (1997 SSC: 2.3; TESOL: 2b4) recognizing the dynamics of cross-cultural interactions, including the impact of students' background experiences, socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL. 4. (1997 SSC: 2.2; TESOL: 2b3) recognizing cultural factors and home-area events that influence ESOL students' learning. 5. (TESOL: 2b1) locating and using resources, including the Internet, to learn about world cultures and the cultures of one's students.
<p>3. Planning, Implementing, & Managing Instruction: 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. (1997 SSC: 4.2, 4.3; CR: III-D, -E; TESOL: 1b, 3a, 3b, 3c)</p>	<ol style="list-style-type: none"> 1. (TESOL: 1b, 3a, 3a1) applying research-based concepts and best practices in planning multilevel classroom instruction in a supportive learning environment for ESOL students from diverse backgrounds to help ESOL students acquire and use written and spoken English for social and academic purposes. 2. (TESOL: 3a4) employing appropriate strategies for meeting the particular needs of students with limited formal education in their first language. 3. (1997 SSC: 4.2; TESOL: 3b) employing a variety of strategies for supporting ESOL students in accessing the core curriculum as they learn language and academic content together. 4. (TESOL: 3b2) designing and implementing activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material. 5. (1997 SSC: 4.2; TESOL: 3b3, 3b6 - 3b8) designing and implementing standards-based reading and writing activities that

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	<p>build upon students' oral English in support of their learning to read and write in English</p> <p>6. (1997 SSC: 4.3; TESOL: 3c1) selecting and/or adapting culturally responsive, age-/development-appropriate, and linguistically accessible materials and other resources (e.g., books, visual aids, props, and realia).</p> <p>7. (TESOL: 3c4, 3c5) using appropriate technological resources to enhance language and content-area instruction for ESOL students (e.g., Web, software, computers, and related devices).</p>
<p>4. Assessment: Issues of assessment and using standards-based assessment measures with ESOL students. (1997 4.1; CR: III-E; TESOL 3a, 4a, 4b, 4c)</p>	<p>1. (TESOL: 4b1) national and state requirements for identification, reclassification, and exit of ESOL students from language-support programs.</p> <p>2. (1997 SSC: 4.1; TESOL: 4c) designing traditional and performance-based assessment instruments and activities to measure content-area learning for ESOL learners at varying levels of language and literacy development, to measure ESOL learners' progress toward state and national standards, to prepare ESOL students to use self- and peer-assessment techniques when appropriate, and to assess the effectiveness of instruction.</p> <p>3. (TESOL: 3a1 - 3a3) making instructional decisions on the basis of assessment of ESL students' language proficiency and prior knowledge.</p> <p>4. (TESOL: 4a) the implications of cultural and linguistic bias (as well as political, social, and psychological factors) on classroom assessment, IQ testing, and special education testing (including gifted and talented) as they relate to ESOL teaching and learning.</p> <p>5. (TESOL 4a) the relationship between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery) as they relate to ESOL teaching and learning.</p> <p>6. (TESOL: 4a3) determining accommodations for ESOL students.</p> <p>7. (TESOL: 4b) using a variety of standards-based, norm- and criterion-referenced language proficiency instruments to inform one's instruction and understanding their uses for identification, placement, and demonstration of language growth of ESOL students.</p>
<p>5. Professionalism: History of ESL teaching; new instructional techniques, research results, advances in the ESL field, and public policy issues; Use of such information to reflect upon and improve instructional practices; and Providing support and advocacy for ESOL students and their families and working collaboratively to improve the learning environment. (1997 SSC: 4.4, 4.5; TESOL: 2a, 2b, 5a, 5b, 5c)</p>	<p>1. (TESOL: 2b5) U.S. immigration history as it relates to ESL teaching.</p> <p>2. (1997 SSC: 4.5; ESOL: 5a) history, research, laws/regulations, policies, and current practices in the field of ESL teaching and learning.</p> <p>3. (TESOL: 2a3, 5b) initiating home/school communication to enhance ESL teaching and build partnerships with ESOL families.</p> <p>4. (1997 SSC: 4.4; TESOL: 5b1, 5b3) advocating on behalf of students from diverse language backgrounds, including but not limited to ESOL students' access to all available academic resources and instructional technology.</p> <p>5. (TESOL: 5b2, 5c) collaborating with and serving as a resource to all staff, including paraprofessionals.</p>
<p>6. Language Competency (1997 SSC: 5.1, 5.2; TESOL: 1a10)</p>	<p>1. (1997 SSC: 5.1) a second-language learning experience via either a minimum of a college minor in a second language or near-native language proficiency in a language other than English.</p>

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	2. (1997 SSC: 5.2; TESOL: 1a10) native or near-native proficiency in standard English (listening, speaking, reading, and writing).
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