

## STANDARDS FOR ENGLISH-AS-A-SECOND LANGUAGE TEACHERS

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### Introduction

The English as a Second Language standards describe the knowledge and skills that beginning teachers must have to meet expectations for quality instruction in North Carolina schools. They reflect a strong emphasis on the content and pedagogical skills necessary to serve the needs of students whose first language is not English and who come from different cultures. They also recognize the role of the ESL teacher as the resource for all other teachers and administrators in his/her school. This document aligns the standards for initially licensed K-12 teachers with the *TESOL (Teachers of English to Speakers of Other Languages) P-12 ESL Teacher Standards* and *Every Child's Teacher in North Carolina: Core Standards for the Teaching Profession* by the North Carolina Professional Teaching Standards Commission.

The purpose of English as a second language instruction in North Carolina is to enable students whose first language is not English to develop the academic English they need to access and participate fully in the total school curriculum. The focus of the program is on instruction in English language skills which prepare students to function on an academic par with their English speaking peers in all content areas. Throughout these standards the term "limited English proficient" is used to refer to English language learners in order to maintain consistency with *No Child Left Behind* and other federal legislation and regulations.

English as a second language teachers demonstrate a high level of competence as English language models. They demonstrate an understanding of research and practice related to second language acquisition and literacy development of limited English proficient students. They understand the nature of culture as it affects the education of language minority students. They also have knowledge of the laws, regulations, and policies at all levels that relate to the responsibilities of schools in serving these students.

English as a second language teachers apply effective and appropriate methods, practices, and strategies in planning, implementing, and managing ESL and content instruction. They are able to identify, choose, and adapt a wide range of materials resources and technologies. They demonstrate understanding of literacy development and use that understanding to help English language learners become independent readers and writers of English. They also use a wide variety of assessments and understand the role of formal and informal assessment as it relates to the education of limited English proficient students.

Teachers of English as a second language value diversity in languages (including the varieties of English) and cultures. They affirm that all their students can learn English and recognize how diverse languages, cultures, and abilities affect the learning of English as a second language.

Teachers of English as a second language understand the importance of their role as advocates for limited English proficient students and ESL programs. They stay current on research, trends, policies and legal mandates that affect the services to these students. They also understand the importance of collaboration and serve as resources for their peers.

## STANDARDS AND INDICATORS

Standard 1: Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes.

Indicator 1: Teachers demonstrate oral and written proficiency in social and academic English.

Indicator 2: Teachers understand elements of phonetics and phonology, describe similarities and differences between the phonology of English and other languages, and recognize the nature of sound-symbol correspondence with respect to literacy development.

Indicator 3: Teachers understand how morphemes are combined to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.

Indicator 4: Teachers identify the major syntactic structures and the semantic system of English and understand how these rule-governed structures fit together to determine meaning.

Indicator 5: Teachers understand how context affects oral and written language and recognize language variation in terms of a variety of pragmatic factors (e.g., politeness expressions, nonverbal communication, colloquial usages, and the styles, organizations, and conventions of texts).

Standard 2: Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.

Indicator 1: Teachers identify major theories, concepts, and research in the field of second language acquisition and learning and their relationship to first language acquisition.

Indicator 2: Teachers identify cognitive, psychological, developmental, social, and home-related variables that affect language acquisition and learning.

Indicator 3: Teachers describe the stages of literacy development and identify major social, cultural, and psychological factors affecting that development.

Indicator 4: Teachers understand the relationship between students' home language and English and recognize this relationship as a foundation for English language acquisition and literacy development.

Indicator 5: Teachers identify effective learning strategies that support students' social and academic language development.

Indicator 6: Teachers experience learning or acquiring a second language and describe the process.

Indicator 7: Teachers identify various program models for limited English proficient students and understand their rationale.

Standard 3: Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities.

- Indicator 1: Teachers understand major concepts about culture (e.g., cultural diversity, dynamics, relativism, universalism, acculturation, and assimilation) and their relationship to limited English proficient students and their families.
- Indicator 2: Teachers gain knowledge about world cultures and languages using a range of resources.
- Indicator 3: Teachers understand cultural differences between the home and the school that affect student learning or school/parent partnership.
- Indicator 4: Teachers understand the effects of racism, stereotyping, and discrimination on student learning (e.g., social interaction, curriculum, assessment, and teaching materials).
- Indicator 5: Teachers understand potential cultural conflicts within the ESL classroom and model positive cross-cultural interactions.
- Indicator 6: Teachers understand that individual identities are formed and transformed by sociocultural factors.

Standard 4. Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students.

- Indicator 1: Teachers demonstrate knowledge of major federal and state legal mandates related to serving limited English proficient students.
- Indicator 2: Teachers demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities for limited English proficient students.
- Indicator 3: Teachers demonstrate knowledge of current trends and research on language policy, legislative regulations, and procedures.

Standard 5: Teachers apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction.

- Indicator 1: Teachers apply strategies based on the distinct ways in which children, young adolescents, adolescents, and adults learn second language.
- Indicator 2: Teachers tailor instructional strategies to meet the individual needs of limited English

proficient students.

Indicator 3: Teachers design content lessons that are appropriate to grade and language proficiency levels of limited English proficient students.

Indicator 4: Teachers sequence instruction based on an understanding of the simple to complex and familiar to unfamiliar progression of topics, content, and language.

Indicator 5: Teachers incorporate the North Carolina Standard Course of Study content area objectives into the teaching of ESL.

Standard 6: Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction.

Indicator 1: Teachers evaluate, select, and design materials that appropriately address language and content goals for limited English proficient students.

Indicator 2: Teachers adapt textbooks and other materials to align with the language and content instructional objectives for limited English proficient students.

Indicator 3: Teachers use technology to address English language acquisition and content instructional objectives.

Standard 7: Teachers develop literacy in limited English proficient students.

Indicator 1: Teachers base literacy instruction on a knowledge of processes of reading and writing in first and second languages.

Indicator 2: Teachers use literacy strategies to help limited English proficient students become independent readers and writers of English.

Indicator 3: Teachers individualize the teaching of literacy to limited English proficient students by employing strategies that take into account the students' English language proficiency and the students' literacy skills in their primary language.

Standard 8: Teachers use a variety of assessments as they relate to the education of limited English proficient students.

Indicator 1: Teachers evaluate and administer language proficiency assessment instruments.

Indicator 2: Teachers use formal and informal language proficiency and diagnostic assessment data to identify, place, monitor, and exit limited English proficiency student.

Indicator 3: Teachers develop and use formal and informal assessments appropriate to language and

content instructional objectives.

Indicator 4: Teachers demonstrate understanding of the state accountability system as it applies to limited English proficient students.

Indicator 5: Teachers collaborate with other teachers and support personnel to prepare limited English proficient students for statewide assessment.

Standard 9: Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language.

Indicator 1: Teachers adapt instruction to address individual learning styles and abilities.

Indicator 2: Teachers recognize academic and intellectual giftedness among limited English proficient students.

Indicator 3: Teachers craft their instruction to include the families of limited English proficient students as a resource.

Standard 10: Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students.

Indicator 1: Teachers discern the cultural values/perspectives of each student.

Indicator 2: Teachers look for opportunities to integrate each student's culture into their curriculum.

Indicator 3: Teachers communicate to their students the value of their native languages and allow students to maintain those language skills as they are instructed in English.

Indicator 4: Teachers create opportunities for individual learners to share their language and culture in the classroom.

Standard 11: Teachers affirm that all students with limited English proficiency can learn English.

Indicator 1: Teachers distinguish between limited English proficiency and exceptionalities among diverse learners.

Indicator 2: Teachers acknowledge that limited English proficient students with special needs can learn English.

Indicator 3: Teachers accommodate the diverse educational backgrounds of English language learners.

Standard 12: Teachers stay current on research, trends, policies, and legal mandates affecting

ESL programs.

Indicator 1: Teachers access and use current information from a variety of sources to plan and evaluate instruction and programs.

Indicator 2: Teachers know how to gather and analyze data to improve teaching and learning.

Indicator 3: Teachers reflect on their practice in order to establish goals for professional development.

Indicator 4: Teachers continue their professional growth through coursework and/or participation in professional organizations, training opportunities and conferences at the local, state, national, or international level.

Standard 13: Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools.

Indicator 1: Teachers identify and access resources and services available to limited English proficient students and their families.

Indicator 2: Teachers develop strategies for two-way communication with families of limited English proficient students.

Indicator 3: Teachers outline a plan for identifying potential ESL volunteers and paraprofessionals in the community.

Indicator 4: Teachers develop strategies to encourage family involvement in the education of limited English proficient students.

Indicator 5: Teachers encourage student and community participation in multicultural events.

Indicator 6: Teachers collaborate within the educational community in support of the needs of limited English proficient students and the ESL program.

Standard 14: Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction.

Indicator 1: Teachers are prepared to represent their ESL program on committees, panels, boards, and in presentations to community and educational groups.

Indicator 2: Teachers understand how educational decisions are made, how those decisions affect limited English proficient students, and how to represent the ESL program in the decision-making process.

Indicator 3: Teachers are prepared to participate in the planning and delivery of staff-development activities on limited English proficient students.