

**PERFORMANCE STANDARDS
FOR
ADVANCED MASTERS PROGRAMS**

BILINGUAL/BICULTURAL EDUCATION

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

4. Understanding Differences. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and Understands pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. ESL/Bilingual Research and History. Demonstrates knowledge of history, research, and current practice in the field of ESL/bilingual teaching and applies this knowledge to improve teaching and learning.

6. Describing Language – Language Components Demonstrates understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.

7. Describing Language – Linguistic Repertoire Demonstrates understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

8. Language Acquisition and Development – Support for Learning. Understands and applies concepts, theories, research, and practice to support the acquisition of a primary and a new language in and out of classroom settings.

9. Language Acquisition and Development – Strategies for Learning. Understands and applies concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.

10. Nature and Role of Culture. Knows, understands and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

11 Cultural Groups and Identity. Knows, understands and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

12. Planning for Standards-Based ESL and Content Instruction. Knows, understands and applies concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students,

13. Managing and Implementing Standards-Based ESL and Content Instruction. Knows, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

14. Using Resources in ESL and Content Instruction. Is familiar with a wide range of standards-based materials and resources, and chooses, adapts, and uses them in effective ESL and content teaching.

15. Issues of Assessment for ESL. Understands various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

16. Language Proficiency Assessment. Knows and uses a variety of standards-based language proficiency instruments to inform their instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.

17. Use of Assessment for Instruction. Knows and uses a variety of performance-based assessment tools and techniques to inform instruction.

18. Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

19. Technology II. Understands and uses technology to enhance his/her teaching

20. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

21. (9) Collaborative Relationships. Understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

22. (10) Reflection and Professional Growth. Is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

23. Partnerships and Advocacy. Serves as professional resources to all staff, including paraprofessionals, advocates for ESOL students, and builds partnerships with students' families to improve learning for all ESL students.

24. (11) Professional Conduct and Leadership. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

PERFORMANCE STANDARDS FOR ADVANCED MASTERS PROGRAMS

BILINGUAL/BICULTURAL EDUCATION

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

Indicators

Knowledge

- Understands one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understands theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understands modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understands the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develops habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

2. Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge

- Understands theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understands the relationship between the organizing principles of a social order and educational phenomenon

and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions

- Appreciates the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develops habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to Understands the social and cultural complexities and contexts of educational phenomenon and/or praxis.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Indicators

Knowledge

- Develops a metacognitive understanding of one's own developmental processes as an educator (intellectually, emotionally, and professionally) and also develops an understanding of the developmental processes of students to develop age and ability appropriate learning occasions.

Dispositions

- Cultivates in one's self and others a habit of mind to be open to learning about the experiences of others, their literature, art, world views, culture and traditions and values as they inform the ways in which individuals see themselves and others.
- Exhibits a willingness to question one's own beliefs and practices as they regard others who are different and to consider changes in one's attitudes, beliefs, and practices as they impinge upon the ability of others to learn and develop.

Performances

- Demonstrates an ability to develop curriculum, lessons, instructional materials, assignments, or projects in which student identities are taken into consideration in terms of engagement, interest, and the ability for them to see themselves in the curriculum etc.

4. Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and Understands pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

Indicators

Knowledge

- Develops a familiarity with different experiences of cultural and ethnic groups as well as other dimensions of difference such as gender, sexual orientation, language, religion and class, and the ways in which experiences of these groups shape attitudes and expectations about education.

Dispositions

- Cultivates sensibilities that affirm difference and diversity and incorporate issues of race, gender, sexual orientation, language, class etc. into one's curriculum and teaching.

Performances

- Demonstrates the ability to teach one's content area and incorporate issues of difference and identity into one's curriculum, unit and lesson plans.
- Demonstrates an ability to critically evaluate curriculum, instructional materials and pedagogy regarding inclusiveness or diversity and an ability to develop alternatives.

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. ESL/Bilingual Research and History. Demonstrates knowledge of history, research, and current practice in the field of ESL/bilingual teaching and applies this knowledge to improve teaching and learning.

Indicators

Knowledge

- Is familiar with different well-established teaching methodologies and theories in their historical contexts and can articulate their personal educational philosophy in this area.
- Knows, understands, and uses a variety of research-based L2 teaching strategies and methods.
- Is aware of the laws, policies, and guidelines that have shaped the evolution of the field of ESL
- Is knowledgeable about the history of legal decisions (e.g., Lau v. Nichols) and their subsequent application to the instruction of ESOL students.
- Understands state and federal requirements in determining a school district's compliance with state and federal guidelines.

Dispositions

Performances

- Uses their knowledge of the evolution and research base of the field of ESL/Bilingual to design effective instruction.
- Uses their knowledge of the research and evolution of the field of ESL/Bilingual to make instructional decisions and conduct their own classroom-based research.
- Uses their knowledge of the laws, policies, and guidelines that have had an impact on the ESL/Bilingual profession to Designs appropriate instruction for students.
- Assists schools to design ESL/Bilingual instructional programs that meet and fulfill federal, state, and local guidelines, laws, and policies.

6. Describing Language – Language Components Understands language as a system and demonstrates a high level of competence in helping ESOL students acquire and use the components of the language system.

Indicators

Knowledge

- Understands elements of phonology and recognizes stages of phonological development in ESOL learners.
- Recognizes and can describe similarities and major differences between the phonology of English and those of languages commonly spoken by their students.
- Understands the nature and importance of phonemic awareness and of sound symbol correspondence with respect to early literacy development.
- Understands how morphemes are combined to form words in English and recognizes stages of morphological development in ESOL learners.
- Recognizes and can describe similarities and major differences between the morphology of English and those of languages commonly spoken by their students.
- Understands the role of morphological cueing systems and cognates in reading and writing.
- Understands that sentences are composed of ordered sets of words and that the components and order of these sets are rule governed and helps determine meaning.
- Identifies the major syntactic structures of English.
- Recognizes stages of syntactic development among ESOL learners.
- Identifies basic aspects of English syntax and can explain how these are similar to and different from syntactic structures of languages commonly spoken by their students.
- Understands the system of semantics and have reasonable expectations for ESOL students' semantic and lexical development.
- Recognizes differences in vocabulary used in spoken and written contexts in English and can identify key content vocabulary in academic subject areas.

- Understands how cognates and false cognates, idioms, and other nonliteral expressions can affect ESOL students' understanding and acquisition of spoken and written English.
- Recognizes language variation in terms of politeness conventions, use of nonverbal communication (e.g., gestures and facial expressions)
- Understands pragmatic variations with respect to spoken and written contexts.

Dispositions

Performances

- Applies knowledge of developmental and contrastive phonology to identify difficult aspects of English pronunciation for their students, noting how ESOL students' L1 and identity may affect their English pronunciation.
- Develops contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills.
- Incorporates a variety of instructional techniques to assist ESOL students in developing phonemic awareness as well as other reading skills.
- Helps ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology.
- Applies knowledge of developmental and contrastive morphology to facilitate ESOL students' acquisition of English oral and literacy skills.
- Designs contextualized activities to provide input and practice of patterns of English word formation.
- Assists ESOL students in developing strategies to learn new words and to apply their knowledge of morphology to the English lexicon.
- Designs contextualized instruction to help ESOL students understand, notice, use, acquire, and practice English syntactic structures.
- Helps ESOL students develop sentence structure to assist ESOL students in developing written and spoken English.
- Draws on their knowledge of developmental and contrastive aspects of English syntax to systematically build ESOL students' ability to use English syntactic structures.
- Recognizes and teach syntactic structures that ESOL students must understand and use to communicate effectively in spoken and written form in a variety of situations and academic content areas.
- Teaches effective strategies to monitor their own syntactic structures in spoken and written form.
- Applies knowledge of how meaning is constructed in English to assist ESOL students to develop and use a wide range of vocabulary in English.
- Designs instructional activities to help ESOL students to understand and use vocabulary appropriately in spoken and written language.
- Provides ESOL students with timely input and sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.
- Helps ESOL students develop effective strategies for acquiring and using vocabulary in English meaningfully in spoken and written form.
- Helps ESOL students understand how context affects the use and form of oral and written communication by providing models and practice with focused feedback.
- Helps ESOL students develop and practice strategies to acquire and monitor their own use of spoken and written English for a variety of purposes.

<p>7. Describing Language – Linguistic Repertoire Understands language as a system and demonstrates a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for</p>

social and academic purposes.

Indicators

Knowledge

- Distinguishes language (e.g., vocabulary, grammar, and discourse structures) marking social versus academic discourse in written and spoken language.
- Understands and respects different cultural norms for the use of academic and social behavior.
- Recognizes a variety of discourse features and rhetorical patterns characteristic of written and spoken English.
- Understands that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ESOL students differ from English.
- Understands why English spelling is difficult for ESOL students, noting that differences in orthographies exist in terms of character to phoneme, grapheme to meaning/pronunciation, and character to syllable representation.
- Understands the role of various cueing systems in literacy (e.g., letter shape, word, phrase, sentence context, and story structure).
- Understands the nature and role of dialect variation.
- Understands that resources describing linguistic features of English and of their students' languages exist and are available in print and electronic media.

Dispositions

Performances

- Designs contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes.
- Explains specific examples of social and academic language, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts.
- Designs contextualized instructional activities using written and spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.
- Helps ESOL students monitor their own social and academic language and helps them develop effective strategies for using spoken and written language independently.
- Identifies current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics.
- Designs contextualized activities that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling, punctuation, capitalization, and text organization in English.
- Understands the impact that learning a new orthography and writing conventions have on ESOL students' progress in learning how to read and write in English and assists students as appropriate.
- Helps ESOL students develop strategies to monitor their own use of English genres, discourse structures, and writing conventions.
- Builds on English dialects that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.
- Helps ESOL students develop metalinguistic awareness and the ability to use language purposefully and creatively.
- Locates and uses resources that describe the specific linguistic traits of English and of their ESOL students' home languages.
- Helps ESOL students locate resources that describe linguistic elements of English, and helps these students apply this information to their learning.
- Demonstrates proficiency in most aspects of English.
- Demonstrates proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.
- Serves as good English and home language models for ESOL students.

8. Language Acquisition and Development – Support for Learning. Understands and applies concepts, theories, research, and practice to support the acquisition of a primary and a new language in and out of classroom settings.
--

Indicators

Knowledge

- Understands language and literacy development theory and research
- Understands differences among ESOL students' language and literacy development.

Dispositions

- Recognizes the importance of ESOL students' home languages and language varieties as a foundation for learning English.
- Values students' home language and encourage families to use their strongest language with their children at home.

Performances

- Establishes and maintains a warm and positive environment in which ESOL students are actively involved and encouraged to take chances, make mistakes, and extend their learning.
- Provides all students with opportunities to succeed and build self-esteem.
- Uses materials that relate to all students' lives inside and outside the classroom.
- Establishes a community of learners in which all members (including the teacher) are considered part of the learning process and must take chances and make mistakes in order to learn.
- Builds the curriculum around all students' interests.
- Varies instruction to suit different learners' needs.
- Involves students' families and communities.
- Understands and applies their knowledge of L1 and L2 and literacy development by providing appropriate input, interaction, practice, and focused feedback opportunities for ESOL learners.
- Uses their understanding of language and literacy development theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.
- Assesses and builds on ESOL students' learning processes and stages of L2 development, providing sufficient language input, feedback, and opportunities to use and extend the new language.
- Varies the types of questions, activities, and assessments so that ESOL learners at different levels of language and literacy development are able to participate meaningfully in instruction.
- Integrates instruction in oral language and literacy skills, reflecting the interdependent nature of reading and writing.
- Carefully monitors and plans language and content area instruction for ESOL students based on each student's individual stage of interlanguage development.
- Encourages ESOL students to accept responsibility for and take ownership of their learning.
- Reflects on the conditions and processes of language teaching and learning, and conduct action research in their own classrooms.
- Allows ESOL students to use their home language to facilitate their understanding or participation in class.
- Whenever possible, uses the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and volunteer support.
- Provides regular opportunities for ESOL students to read, learn, and express themselves in their home language in class.
- Uses the home language in the classroom to support literacy and content learning.
- Acknowledges the sociocultural and political variables within a community of ESOL learners.
- Understands the complex social and political nature of learning an L2 in school.
- Applies knowledge of sociocultural and political variables to inform instruction and improve communication with ESOL students and their families.
- Understands ESOL students' and their families' hopes and expectations for their life in the United States and show empathy for their ESOL learners' current home situations and past immigration experiences.
- Serves as advocates for their ESOL students in and out of school.
- Recognizes individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status).
- Knows their ESOL students and understands that individual variables can have important effects on the process and level of L2 learning.
- Applies this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success.
- Varies their teaching style to accommodate students' different

- Uses their understanding of learner variables to consistently provides individualized language- and content learning goals and appropriate instructional environments for ESOL learners.
- Assists ESOL students in monitoring their own learning learning styles.
- Acknowledges and understands the nature of ESOL learner errors.
- Understands and monitors patterns in ESOL student language errors and designs instructional activities to meet learners' needs at appropriate times.
- Provides individual, focused feedback appropriate to learners' needs.
- Plans a variety of instructional tasks and forms of feedback based on ESOL students' individual and group needs.
- Helps ESOL students self-monitor and provides effective feedback for peers.

9. Language Acquisition and Development – Strategies for Learning. Understands and applies concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings

Indicators

Knowledge

- Understands language and literacy development theory and research
- Understands differences among ESOL students' language and literacy development.

Dispositions

- Understands the long-term nature of the language learning process and hold high expectations for ESOL learners with appropriate challenges and support.

Performances

- Attempts to ask a range of question types of ESOL students.
- Reads to students and displays materials that develop concepts and vocabulary and reinforce ESOL student language learning.
- Serves as good language models of English and provides many different types of English language experiences in the classroom.
- Provides a text-rich environment and display ESOL student-related and created text at every opportunity.
- Establishes and maintains an inquiry-based classroom, where ESOL students are provided with rich models of oral and print language and are encouraged to experiment with and extend their use of English.
- Establishes a range of predictable classroom routines.
- Provides nonlinguistic contexts, such as visuals, gestures, demonstrations, and hands-on experience.
- Provides linguistic support, such as increased wait time, repetition, paraphrase, and comprehension checks, as well as restricted use of asides, slang, and idiomatic expressions.
- Teaches strategies that ESOL students can use for understanding input.
- Encourages and provides frequent opportunities for ESOL students to monitor their own comprehension.
- Structures regular pair and cooperative group activities to allow ESOL students to practice using language to negotiate meaning.
- Provides multiple opportunities for all students to engage in instructional conversations, in which ESOL students regularly learn through interactions with the teacher and among themselves.
- Acknowledges and understands the nature of ESOL learner errors.
- Understands and monitors patterns in ESOL student language errors and designs instructional activities to meet learners' needs at appropriate times.
- Provides individual, focused feedback appropriate to learners' needs.
- Regularly plans a variety of instructional tasks and forms of feedback based on ESOL students' individual and group needs.
- Helps ESOL students self-monitor and provides effective feedback for peers.
- Understands that ESOL students need to be able to communicate in diverse social settings.
- Provides adequate and appropriate tasks, materials, and language support to help ESOL students communicate successfully in socially and culturally appropriate ways.

- Helps ESOL students Understands the importance of being able to interact appropriately in multiple social settings.
- Models strategies that ESOL students can use to monitor their own communicative competence in diverse settings.
- Acknowledges the academic language needs of ESOL students.
- Identifies ESOL learners' academic language needs and provide appropriate instruction and support.
- Teaches essential vocabulary, grammatical, and discourse structures within the context of authentic texts.
- Helps ESOL learners discuss, read, and write about cognitively demanding concepts.
- continuously monitor ESOL students' academic language development and plan academic instruction with students' individual needs in mind.
- Provides a range and depth of exposure to and opportunities to use academic language (e.g., vocabulary, sentence, and discourse structures).
- Emphasizes learning strategies necessary for learning and expressing academic content.
- Understands the importance of language learning strategies for ESOL students.
- Models, teaches, and helps ESOL students develop a range of effective learning and reading (pre-, during, and post-) strategies to deal with academic learning tasks.
- Plan academic content-area instruction for ESOL students to include content, language, and learning strategy objectives.

10. Nature and Role of Culture. Knows, understands and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Indicators

Knowledge

- Is aware that cultural values and beliefs have an effect on ESOL student learning.
- Is aware that racism and discrimination have effects on ESL teaching and learning.
- Is aware of effective home/school communication.
- Is aware of the links between language and culture.

Dispositions

- Recognizes the importance of family participation and support in their child's education.

Performances

- Teaches using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping.
- Consistently designs and delivers instruction that incorporates cultural concepts.
- Fosters student and family appreciation of various cultural values and beliefs.
- Consistently uses an antibias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other.
- Incorporates effective home/school communication techniques, including using the home language, as appropriate, to communicate with and build partnerships with students' families.
- Designs and employs activities, classroom, and school events that welcome and inform families and that encourage participation and support in their child's education.
- Communicates in a culturally responsive and linguistically appropriate manner with students' families.
- Establishes ongoing partnerships with the community's adults and leaders by including them in curriculum and classroom activities.
- Chooses techniques and materials that reflect sensitivity to the interdependence of language and culture
- Consistently integrate cultural issues when teaching ESL.
- Prepares language and culture (e.g., different cultures express numbers and colors differently.) students to independently extend their knowledge about one another's languages and cultures.
- Acts as facilitators to help students transition between the home culture and language and the U.S./school culture and language.

11. Cultural Groups and Identity. know, Understands and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Indicators

Knowledge

- Understands major cultural groups and begin to identify resources to increase their knowledge and understanding.
- Is aware that ESOL students' cultural identities will affect their learning.
- Is aware that cultural conflicts and home-area events affect interpersonal classroom relationships and ESOL student learning.
- Is aware of the impact of socioeconomic status, race, religion, class, national origin, disability and gender on ESOL students' learning.
- Is aware of immigration history and patterns in the United States.

Dispositions

- Appreciates the need to continually expand their knowledge of their students' cultures and consistently integrate knowledge of cultural groups into their teaching.
- Values difference and students' different cultural perspectives.
- Knows that all students can learn when cultural factors are recognized, respected, and accommodated

Performances

- Uses a range of resources about major cultural groups to design and deliver instruction.
- Integrates different ways of learning and different cultural perspectives into their ESL curriculum and instruction.
- Plans and delivers instruction that values differences and adapts for students' different cultural perspectives.
- Consistently provides in-class opportunities for students and families to share and applies their cultural perspectives to learning objectives.
- Teaches cross-cultural appreciation by modeling impartial attitudes toward cross-cultural conflicts and establishing high expectations of ESOL students' interactions across cultures.
- Integrates conflict resolution techniques into their instruction.
- Provides regular, ongoing opportunities for students to participate in cross-cultural studies and cross-cultural extracurricular opportunities.
- Uses knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate ESOL teaching strategies and learning objectives.
- Continually adds to their repertoire of instructional techniques to meet the needs of students with diverse backgrounds.
- Uses U.S. immigration history and patterns to Understands and teach ESL student
- Embeds knowledge of U.S. immigration history and patterns throughout their teaching of ESOL students.

12. Planning for Standards-Based ESL and Content Instruction. know, Understands and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students.

Indicators

Knowledge

- Is aware of standards-based ESL and content instruction.
- Recognizes ESOL students' various approaches to learning.
- Is knowledgeable about effective program models, including those that Is standards based.
- Is aware of students' language proficiency and prior knowledge when planning ESL and content-learning activities.

Dispositions

- Appreciate the importance of positive attitudes and interactions toward those who are different from themselves
- Is committed to assisting students to build respect for their classmates and to listen and consider others' perspectives.

Performances

- Plans standards-based ESL and content instruction.
- Inform and work with their colleagues to plan standards-based instruction.
- Establish classroom routines during which students demonstrate appreciation for one another.
- Implement standards-based programs and instructional models appropriate to student needs.
- Systematically plan ESL and content instruction that is student centered.
- Plans lessons such that students can meet learning objectives and assist one another.
- Understands that different cultures approach the education of children in different ways.
- Plans activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles.
- Uses students' prior knowledge in planning ESL and content instruction.
- Plans multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.
- Identifies communication strengths of LFS students.
- Plans ESL and content instruction to meet reading and writing needs of LFS students in ESL and content areas.
- Plans visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences.
- Plans assessment of LFS students' competence with text.
- Plans communication that LFS students will understand.
- Plans ways to motivate and guide LFS students to successful academic experiences.
- Plans learning tasks specific to the needs of LFS students.

13. Managing and Implementing Standards-Based ESL and Content Instruction. know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. support ESOL students in accessing the core curriculum as they learn language and academic content together.

Indicators**Knowledge**

- Is familiar with standards relevant to ESL and content instruction at the national, state, and local levels.
- Is aware of the need for authentic uses of language in ESL and content area learning and the need to design activities and assessments that incorporate both.
- Is aware that integrated learning activities build meaning through practice.
- Is aware of the need to assist students in making use of what they know in order to listen effectively.
- Is familiar with ways in which oral language influences reading and writing acquisition for ESOL students.
- Is aware of instructional activities designed to assist students with reading in standards based, content-area texts.
- Is aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing.
- Is aware of the need for explicit writing strategies for ESOL students.

Dispositions

- View language learning and content learning as joint means to achieve ESOL students' academic and language development goals.
- Appreciate that language is developed most effectively in meaningful contexts
- Appreciate that learning is more effective when it is standards based.

Performances

- Provides standards-based ESL and content instruction from relevant national, state, and local frameworks.

- Incorporates activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.
- Designs authentic language tasks, as students access content-area learning objectives.
- Provides integrated learning activities using authentic sources that build meaning through practice.
- Models activities to demonstrate ways students may integrate skills (e.g., language and/or content).
- Designs activities that integrate skill and content areas through thematic and inquiry-based units.
- Provides a variety of activities and settings to assist students in making use of what they know in order to listen effectively.
- Provides practice and assist students in learning to assess their own listening skills in a variety of contexts.
- Helps students develop and use listening strategies.
- Provides opportunities for students to interact socially.
- Monitors and corrects student speech as appropriate.
- Provides opportunities for students to practice a variety of speech registers linked to academic and social activities.
- Adapts activities to assist ESOL students' social and academic speaking skills.
- Develops a variety of ways to integrate learners' reading and writing as their oral learning to read and write.
- Identifies specific literacy needs of ESOL students.
- Chooses appropriate literature for instruction
- Designs reading instruction that includes various cueing systems appropriate for ESOL learners.
- Designs and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages.
- Uses a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development.
- Explains and models explicit reading strategies that assist students with standards based texts from content area course work.
- Engages ESOL students who are having difficulty developing their English reading skills.
- Develops lessons around texts in a variety of genres related to students' studies in content area classes.
- Designs and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages.
- When appropriate, instruct students regarding contrasts between English and the writing systems of their home language.
- Provides opportunities for written assignments that are ungraded, including interactive journals.
- Provides instruction in a variety of writing development models, including the writing process.

14. Using Resources in ESL and Content Instruction. Is familiar with a wide range of standards-based materials and resources, and chooses, adapts, and uses them in effective ESL and content teaching.

Indicators

Knowledge

- Is aware that materials should be appropriate for students' age and language proficiency.
- Is aware of differences between content-area materials for ESOL learners and those for NSs.
- Is aware of a variety of materials and resources in English and the home language.

Dispositions

- Is committed to searching out culturally responsive resources connect students' previous cultural experiences and assuring that materials are linguistically accessible and age appropriate.

Performances

- Selects and adapt print and visual materials that are appropriate for students' age and language proficiency.
- Uses materials that are appropriate for students' learning styles.
- Uses students' community and family to locate and develop culturally appropriate materials.
- Builds on students' culture in selecting, adapting, and sequencing ESL and content-area materials.
- Selects materials from existing content-area texts appropriate for ESOL learners.

- Incorporates a variety of resources, including selections from or adaptations of materials from content area texts.
- Uses a variety of levels of content-area materials, either adapted or commercially produced.
- Uses materials in students' L1 as appropriate.
- Finds and/or creates instructional materials in English and the home language for student instruction and use.
- Enables students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.
- Uses a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, when possible, the students' home languages.

15. Issues of Assessment for ESL. Understands various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

Indicators

Knowledge

- Is aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).
- Is aware of technical aspects of assessment (e.g., validity and reliability).
- Is aware of the differences between performance-based or authentic measures and traditional assessment.
- Is aware of some of the limitations of assessment instruments for ESOL students.
- Recognizes some similarities between a language difference and a learning problem for ESOL students (e.g., delayed language production,
- Recognizes how cultural bias may misinform results of such assessments. language differences, giftedness, and a learning problem for ESOL students.
- Understands appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment.

Dispositions

Performances

- Prepares students appropriately for the type of assessment being used, including technology-based assessment.
- Uses L1 assessment to provide benchmarks for student learning.
- Uses performance-based and traditional measures that are standards based, valid, and reliable, as appropriate.
- Explains why tests are valid and/or reliable, and uses this knowledge in making assessment-related decisions.
- Accommodates for psychological situations (e.g., anxiety over timed tests with high-stakes consequences, limited experience with tests).
- Accommodates for cultural bias (e.g., unfamiliar images and references).
- Accommodates for linguistic bias (e.g., test translations, specific test formats).
- Uses L1 assessment results to determine language dominance.
- Evaluates formal and informal technology-based and nontechnology-based assessment measures for psychological, cultural, and linguistic limitations.
- Works with a variety of resources, including native language assessment and knowledgeable colleagues, to distinguish between a language difference and a learning problem for ESOL students
- Assesses ESOL students who are gifted and talented and/or have special learning needs.

16. Language Proficiency Assessment. know and use a variety of standards-based language proficiency instruments to inform their instruction and Understands their uses for identification, placement, and demonstration of language growth of ESOL students.

Indicators

Knowledge

- Understands national and state requirements (e.g., home language surveys, benchmarks, and other criteria) for identifying, reclassifying, and exiting ESOL students from language support programs.
- Understands the nature of norm-referenced assessments
- Is familiar with criterion-referenced assessments
- Understands a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).

Dispositions

- Appreciates the importance of using multiple measures to accurately assess ESOL learners.

Performances

- Uses assessment information to make informed decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities) based on national and state mandates
- Evaluates the strengths and weaknesses of norm-referenced assessments for use with ESOL students.
- Evaluates a range of criterion-referenced measures and item types to assess ESOL students' learning.
- Uses authentic and traditional criterion-referenced measures to assess ESOL students' language and content-area learning.
- Assesses ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.
- Uses multiple measures and sources of information to assess ESOL learners and to determine if they have special needs (e.g., gifted and talented or learning disabilities not based on language).

17. Use of Assessment for Instruction. know and use a variety of performance-based assessment tools and techniques to inform instruction.

Indicators

Knowledge

- Is aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities.

Dispositions

- Values self- and peer evaluations and encourages students to use them

Performances

- Uses performance-based tasks (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) to assess ESOL learners' language learning.
- Uses a variety of performance-based assessment tools that measure ESOL students' progress toward state and national standards.
- Designs performance-based tasks and tools to measure ESOL learners' progress.
- Uses a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners' knowledge in the content areas at varying levels of English language and literacy ability.
- Uses test adaptation techniques, (e.g., simplifying the language of assessment measures and directions) and make corresponding adaptations in the scoring and interpretation of the results of such assessments.
- Develops and adapt a variety of techniques and instruments when appropriate to assess ESOL students' content learning at all levels of language proficiency and literacy.
- Models self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.
- Embeds self- and peer-assessment techniques in instruction

18. Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

Indicators

Knowledge

- Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- Knows research-based, developmentally appropriate, best practices focusing on a variety of technological instructional tools
- Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- Is aware of ways in which computers and other technological resources can improve ESOL students' learning.
- Is familiar with software for use in the ESL and content classroom.
- Is familiar with Internet resources for language teachers and learners.
- Knows how to assess and monitor students' engagements with technology to insure ethical, legal, and equitable uses
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances: philosophical, pedagogical, and ethical

Dispositions

- Demonstrates commitment to bridging the access equity gap, or "digital divide", that affects marginated populations
- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students

Skills

- Uses technology terminology accurately in written and oral communications
- Uses technological resources to enhance instruction to meet ESOL students' language and content learning needs.
- Uses basic technological resources to select, create, and/or adapt instruction for students
- Advocates for ESOL students' equal access to technology
- Assists students in learning how to use technological resources for their own academic purposes
- Evaluates, selects, and uses software and Web resources based on their appropriateness for ESOL students.
- teach students to evaluate and use software and Internet sites for their own needs.
- Integrates technology into the curriculum to expand students' knowledge and skills
- Matches technology to the particular learning situation and each learner's needs
- Observes and evaluates students= technology knowledge, skills, and dispositions
- Creates opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- Uses software and hardware appropriately

19. Technology II. Understands and uses technology to enhance his/her teaching

Indicators

Knowledge

- Knows particular technology resources to aid in designing learning opportunities for a variety of student grouping situations and diverse learning needs
- Knows the uses of computers and technology in business, industry, and society
- Knows resources for developing a personal professional network or community for ongoing professional development

Dispositions

- Demonstrates commitment to using technology in instruction
- Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

Skills

- Uses technology to research, communicate, and collaborate in an ongoing fashion
- Uses productivity tools (e.g., word processing, presentation graphics) for classroom/program management and instruction

20. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

Indicators**Knowledge**

- Understands the value of research to inquiry in education
- Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- Understands the use of technology as one tool to assist with the overall inquiry process in education
- Understands the roles that technology plays in schools and society

Dispositions

- Appreciates the value of reading and conducting research in education
- Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances

- Conducts meaningful inquiry on an independent basis in education
- Makes meaningful evaluative judgments about the quality of existing research in education
- Builds on existing theoretical frameworks through independent inquiry in education
- Demonstrates familiarity with a range of technological resources that support educational inquiry
- Accesses a range of technological resources relevant to educational inquiry

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

21. (9) Collaborative Relationships. Understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

Indicators:**Knowledge**

- Understands the community the schools serves to better communicate with parents
- Understands the benefits, barriers, and techniques involved in establishing and fostering relationships with parents/families
- Understands school and work-based learning environments and the need for collaboration with community businesses and agencies to promote cooperation among educational partners
- Understands collaborative skills that are necessary to interact on behalf of students

Dispositions

- Is willing to work with other professionals to improve the overall learning environment for students. .

- Is willing to work with parents and guardians from diverse home and community situations, and to Develops cooperative partnerships in support of student learning and well-being

Performance

- Fosters collaboration with others who affect the ways the system meets students' needs
- Creates forums and two way communication vehicles to foster home and school links that build effective learning climates for ENL students and their families
- Seeks opportunities and develops relationships with parents, guardians, and extended family to acquire an understanding of the students' lives and culture
- Joins collaborative groups that form partnerships with local businesses and agencies to seek equitable learning opportunities for students
- Uses a variety of means to communicate educational goals, standards, and implications of instructional activities and student assessment results to parents, students, colleagues, collaborative partners, and the educational community at large
- Works with colleagues in an interdisciplinary manner to develop an integrative, pluralistic learning environment that values the background of all students

22. (10) Reflection and Professional Growth. Is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

Indicators:

Knowledge

- Understands that reflection is an integral part of professional growth and improvement of instruction
- Understands how his/her own philosophy, culture, and experiences impact the instruction of culturally and linguistically diverse learners
- Understands a variety of self-assessment strategies
- Understands the research in the field of bilingual and ESL education on language learning and on cognitive/academic development of ENL learners
- Understands where to find resources for professional development in the field
- Understands the need to continually analyze, evaluate and use research-based best practices

Dispositions

- Is committed to reflection, assessment, and learning as an ongoing process.
- Is willing to give and receive help.
- Is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

Performance

- Uses classroom observation, on-going assessment, pedagogical knowledge, and research as sources for reflection, evaluation, and revision of practice
- Examines and evaluates his/her own strengths and weaknesses and employs that knowledge in planning for instruction
- Analyzes varied perspectives and keeps abreast of significant developments and debates in the field of teaching ESL learners
- Interacts with other professionals, explores new resources, studies the professional literature, participates in advanced educational programs, and contributes to the advancement of the professional of teaching ESL learners

23. Advocacy. serve as professional resources to all staff, including paraprofessionals, advocate for ESOL

students, and build partnerships with students' families to improve learning for all ESL students.
--

Indicators

Knowledge

- Is familiar with community language education and other resources available to ESOL students and their families.
- Understands ways to facilitate cooperation among ESOL professionals, families, administrators, community members, and their ESOL students.

Dispositions

- Is committed to creating the circumstances and environment that support ESOL student and family empowerment.
- Understands the importance of ensuring ESOL students' access to school resources, including technology.

Performances

- Assists families to participate fully in their school and community.
- Provides contact information and support for ESOL students and helps their families access community language education and other resources.
- Provides ESOL students and their families with information, support, and assistance as they advocate together for the students and their families.
- Supports ESOL students and their families as they make decisions and advocate for themselves in the schools and community.
- Models for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students.
- Keeps current with media reports about the education of ESOL students.
- Helps other teachers and school administrators' work effectively with ESOL students.
- Provides instruction and professional growth activities for colleagues, sharing skills for working with ESOL students.
- Assists policy makers to Understands the curricula and instructional approaches that best meet the needs of ESOL students in their community.
- Shares with colleagues the importance of ESOL students' equal access to educational resources, including technology.
- Assists colleagues to appropriately select, adapt, and customize resources for use by ESOL students.

24. (11) Professional Conduct and Leadership. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

Indicators

Knowledge

- Understands the unique characteristics of the Bilingual/ESL Education profession and the general professional code of conduct as defined by the Illinois School Code
- Understands the goals of diverse programs and services, how they are organized, and how they operate within the local school context for ENL students
- Understands school and district policies and procedures for serving ENL students
- Understands the Illinois mandate for assessing and providing services to ENL learners
- Understands the importance of active participation and leadership in professional education organizations

Dispositions

- Is prepared to assume roles beyond the classroom for the benefit and welfare of students
- Is committed to the highest ethical standards of professional behavior
- Espouses the value of multilingualism

Skills

- Provides leadership to administrators and instructional staff on ways to meet the needs of ENL learners for academic success and comfort in their new educational and social setting
- Serves as an advocate for the appropriate use of the non-English language in the school setting
- Seeks to ensure that proper identification, assessment, placement, referral, and reclassification procedures are followed and that the ENL students receive appropriate and equitable services and meaningful instruction
- Advocates for equal access to extracurricular and enrichment activities for ENL learners and participates in and leads student organizations
- Engages families of ENL learners in ways that enable and empower them to advocate on their own behalf
- Reviews existing structures and policies, challenges ideas, requirements, and curricular assumptions that may inhibit effectiveness, equity, school quality, and learning, and initiates and develops curricular and staff development projects and programs that enhance learning for ENL students
- Contributes knowledge and expertise about teaching ENL learners to the profession and actively influences norms in the school, encouraging collaboration and professionalism within a multicultural context
- Meets with local education agencies, professional organizations, and/or community organizations to advocate for ENL learners
- Follows codes of professional conduct, school policy, and procedures, respecting the boundaries of professional responsibilities when working with students, families, colleagues, and community organizations.