

EARLY AND MIDDLE CHILDHOOD

ENGLISH AS A NEW LANGUAGE STANDARDS



Standard I: Knowledge of Students

Accomplished teachers of English language learners apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth.

Standard III: Home, School, and Community Connections

Accomplished teachers of English language learners establish and maintain partnerships with their students' families and communities to enhance educational experiences for their students.

Standard V: Knowledge of English Language Acquisition

Accomplished teachers of English language learners critically evaluate the ways in which students acquire primary and new languages and apply this knowledge to promote their students' success in learning English.

Standard VII: Assessment

Accomplished teachers of English language learners employ a variety of practices to assess their students appropriately. They use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

Standard IX: Professional Leadership and Advocacy

Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students.

Standard II: Knowledge of Culture and Diversity

Accomplished teachers of English language learners model and build respect and appreciation for cultural diversity, demonstrating to their students and others that students can succeed academically while maintaining their cultural identities.

Standard IV: Knowledge of the English Language

Accomplished teachers of English language learners have in-depth knowledge of the English language and understand their students' language needs.

Standard VI: Instructional Practice

Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students' characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students' linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.

Standard VIII: Teacher as Learner

Accomplished teachers of English language learners are passionate about their field and consistently engage in the process of professional growth. Teachers thoughtfully evaluate their learning and apply it in their practice to maximize student success.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Domains of English Language Development
- II. Linguistic Structure of English
- III. English Language Acquisition

Component 2: Differentiation in Instruction

-Submit two assessments for each of two students, as well as a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning.

-Describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation.

-Discuss how the students' assessments, as well as their linguistic and cultural diversity, informed your planning and instruction.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students. For ENL, the group may be a whole class or a group of students with whom you work and who share similar characteristics.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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