



NEW/REVISED PROGRAM ENGLISH AS A SECOND LANGUAGE

(2018 Standards)

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)

Please check the area below that applies:

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

Review Criteria

- Program alignment to standards

Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:**

2. **Program Name:**

Program
3. **Compiler:**

Date of
4. **Submission:**

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A NEW PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

- Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

- Program Plan of Study that provides:
 - Coursework required of all candidates
 - Clear information about the sequence in which candidates take courses
 - Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:

Standard	Course(s)	Course Description(s)
<i>Standard 1. Knowledge about language. Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas</i>		
1.a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.		
1.b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.		
1.c. Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English		
1.d. Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.		

Standard	Course(s)	Course Description(s)
<p><i>Standard 2. ELLs in the Sociocultural Context</i></p> <p><i>Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs..</i></p>		
<p>2.a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.</p>		
<p>2.b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.</p>		
<p>2.c. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.</p>		
<p>2.d. Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy</p>		

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practices, circumstances) to develop effective instructional practices		
2.e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.		
<p><i>Standard 3. Planning and Implementing Instruction</i></p> <p><i>Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.</i></p>		
3.a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.		
3.b. Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.		
3.c. Candidates adjust instructional decisions after critical reflection on		

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individual ELLs' learning outcomes in both language and content.		
3.d. Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.		
3.e. Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.		
<p>Standard 4: Assessment and Evaluation</p> <p><i>Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.</i></p>		
4a. Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.		
4.b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for		

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both English language and content assessment. Candidates determines language and content learning goals based on assessment data.		
4.c. Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.		
4.d. Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.		
<p><i>Standard 5: Professionalism and Leadership</i></p> <p><i>Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.</i></p>		
5.a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.		
5.b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.		

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5.c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching		
5.d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.		