

ESL and Bilingual Endorsements

	EDU 363/ EDGTE 479 SPA TESOL Teachers pK-12	EDU 364/ EDGTE 480 SPA TESOL Teachers pK-12	EDU 365 EDGTE 481 SPA TESOL Teachers pK-12	EDU 366 EDGTE 482 SPA TESOL Teachers pK-12	EDU 367/ EDGTE 483 SPA TESOL Teachers pK-12	EDU 368 EDGTE 484 SPA TESOL Teachers pK-12
<p>SLO 1 TESOL DOMAIN 1 Language Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.</p>	x	x		x	x	x
<p>SLO 2 TESOL DOMAIN 2 Culture Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.</p>	x		x	x	x	
<p>SLO 3 TESOL DOMAIN 3 Planning,</p>	x	x	x	x		x

<p>Implementing, and Managing Instruction Know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>						
<p>SLO 4 TESOL Domain 4 Assessment Understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	x	x	x	x	x	x
<p>SLO 5 TESOL Domain 5 Professionalism Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such</p>	. x	x		x		

<p>information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.</p>						
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SPA TESOL Teachers pK-12

[http://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-\(2010-pdf\).pdf?sfvrsn=4](http://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4)

TESOL Certificate Program

Standards for ESL/EFL Teachers of Adults Framework	EDU 369 EDGTE 450 SPA TESOL Teachers of Adults	EDU 320 EDGTE 470 SPA TESOL Teachers of Adults		
SLO 1 Domain: Planning Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.	x	x		
SLO 2 Domain: Instructing Standard 2: Teachers create supportive environments that engage all learners in purposeful	x	x		

learning and promote respectful classroom interactions.				
<p>SLO 3 Domain: Assessing Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.</p>	x	x		
<p>SLO 4 Domain: Identity and Context Standard 4:</p>	x	x		

<p>Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.</p>				
<p>SLO 5 Domain: Language Proficiency Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a</p>	<p>x</p>	<p>x</p>		

<p>native speaker with some higher education.</p>				
<p>SLO 6 Domain: Learning Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning</p>	<p>x</p>	<p>x</p>		
<p>SLO 7 Domain: Content Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to</p>	<p>x</p>	<p>x</p>		

<p>read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.</p>				
<p>SLO 8 Domain: Commitment and Professionalism Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.</p>	<p>x</p>	<p>x</p>		

<https://www.tesol.org/docs/books/standards-for-esl-efl-teachers-of-adults-framework.pdf?sfvrsn=0>