| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Foundations of Linguistics (18%)
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| A. Understands phonetics, stress and intonation patterns, and the effects of phonetic environment on pronunciation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Is familiar with IPA (the International Phonetic Alphabet) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Understands the various types of morphemes and how they are used in word formation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Understands the usage of English syntax |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Understands the parts of speech, including their structural, semantic, and functional characteristics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Understands semantics and how combinations of words convey meaning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Knows that languages differ from or are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Understands the concepts of pragmatics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Understands the concepts of sociolinguistics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Knows the concept of World Englishes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Understands the conventions of written English (i.e., mechanics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Understands the rhetorical patterns and range of genres used in written English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M. Understands the concept of communicative competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N. Knows about the inconsistencies and irregularities of the English language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Foundations of Language Learning (22%)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands the distinction between social and academic language functions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands the similarities and differences between first- and second-language acquisition, and how learners’ first language can affect their second-language production and reception |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Understands the processes of second-language acquisition including research-based models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows the different types of affective factors and their implications for the second-language learning process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Understands the relationship between English phonemes and graphemes and the rules of phonics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Understands the literacy development of ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Understands how first-language literacy influences the development of literacy in English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Understands that, in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, emotional) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Planning and Implementing Instruction (23%)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Knows the implication of dialect variation for the instruction of English learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands various methods and approaches in teaching ELs and knows how to select the most appropriate methods for the context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knows a variety of instructional delivery models specific for ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows how to identify appropriate and measureable objectives that align to language and content standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Knows how to design appropriate classroom activities that connect to learning objectives for ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Knows how to design appropriate assessments that connect to learning objectives for ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Is familiar with ways to collaborate with other educators in designing classroom activities appropriate to the proficiency levels of English learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Knows how to effectively integrate the four domains of language (i.e., speaking, listening, reading, and writing) into instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Knows how to promote ELs' acquisition of receptive and productive skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Knows how and when to apply a variety of strategies for teaching language skills contextually or targeting them discretely |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Knows how to promote autonomous learning through cognitive and metacognitive strategies with ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Understands techniques that activate students' prior knowledge and that build new knowledge to support acquisition of content and language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M. Knows how to organize instruction that provides students with meaningful opportunities to use language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N. Understands effective practices for teaching literacy to ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| O. Understands how to select, modify, and/or create culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources to support ELs’ learning styles and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| P. Is familiar with how technologies can be used to support language development, instruction, and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Q. Understands how to create a secure, supportive, and culturally respectful learning environment for ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| R. Knows how and when to use constructive feedback to facilitate English-language learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| S. Knows how to create a language-, text-, and print-rich environment at a linguistic and an age- appropriate level that promotes academic growth |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| T. Understands how to differentiate instruction for ELs based on individual student needs and language proficiency levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| U. Knows how to recognize and be instructionally responsive to Students with Interrupted Formal Education (SIFEs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| V. Understands that there are differences between planning for ELs with learning disabilities, being aware that instruction will need to be adapted for ELs receiving special education or gifted services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| W. Understands the importance of language modeling, comprehensible input and output, and scaffolding for English language learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Assessment and Evaluation (15%)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Familiar with the role of assessment in the identification, placement, and exit from language-support programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands a variety of formal and informal methods to assess receptive and productive language skills
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to develop and administer formative and summative classroom assessments to determine ELs’ language skills, inform instruction, and document student growth
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows there are a variety of accommodations for state-mandated content-area testing for ELs
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows ways to adapt classroom assessments for ELs
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows that some ELs may be eligible for special education and/or gifted and talented services and is familiar with how to provide feedback and input about assessment data
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with assessment-related issues such as validity, reliability, and language and cultural bias
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows the difference between norm-referenced and criterion-referenced assessments, and how they are used with ELs
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to interpret assessment data and use it to assist in planning and differentiating instruction for ELs
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Is familiar with strategies for communicating assessment data to ELs and their guardians  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Culture (11%)
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| * 1. Understands the interrelationship between language and culture
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands the ways cultural variables affect second-language acquisition and teaching
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands the ways students’ identities and learning styles will vary widely across and within cultures
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows that cultural experiences influence student language development, disposition, and learning
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands that the teacher’s personal and cultural experiences influence teaching style
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands the difference between acculturation and assimilation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Professionalism and Advocacy (11%)
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Knows the possible differences between disabilities and typical language proficiency development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Knows how to value and incorporate diverse cultures of students into instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Understands the legal provisions and ethical implications of laws and federal court decisions related to the education of ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Understands the need to serve as a professional resource and advocate for ELs and families |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Understands the need to communicate with school personnel about the characteristics and emotional, social, and physical needs of ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Knows how to identify appropriate strategies for planning and collaborating with ELs, their families, and school and community members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Understands ways to collaborate with other school personnel regarding the academic needs of ELs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Is familiar with ways that ELs and their families may benefit from a variety of outside resources (e.g., services, networks, organizations) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Knows a variety of strategies for consulting with guardians and communicating with them about each student’s progress and needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Knows the importance of engaging in professional development by continually researching relevant and reliable resources and organizations in the field of teaching ESOL |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |