| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Foundations of Linguistics (18%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |