

In addition to the Arkansas Teaching Standards, the English Second Language (ESL) Teacher, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Language</b></p> <p>TESOL/NCATE: Standard 1</p>	<ul style="list-style-type: none"> <li>1.1 Knowledge of the components of language and language as an integrative system</li> <li>1.2 Knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ELLs develop oral, reading, and writing skills (including mechanics) in English</li> <li>1.3 Knowledge of rhetorical and discourse structures as applied to ESOL learning</li> <li>1.4 Ability to demonstrate proficiency in English and serve as a good language model for ELLs</li> <li>1.5 Ability to demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs</li> <li>1.6 Ability to understand theories and research that explain how L1 literacy development differs from L2 literacy development</li> <li>1.7 Ability to recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English</li> <li>1.8 Ability to understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English</li> <li>1.9 Ability to understand and apply knowledge of the role of individual learner variables in the process of learning English</li> </ul>
<p><b>2. Culture</b></p> <p>TESOL/NCATE: Standard 2</p>	<ul style="list-style-type: none"> <li>2.1 Ability to understand and apply knowledge about cultural values and beliefs in the context of teaching and learning</li> <li>2.2 Ability to understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning</li> <li>2.3 Ability to understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning</li> <li>2.4 Ability to understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families</li> <li>2.5 Ability to understand and apply concepts about the interrelationship between language and culture</li> <li>2.6 Ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction</li> <li>2.7 Ability to understand and apply concepts of cultural competency, particularly knowledge about how an individuals' cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among</li> </ul>

	students
<p><b>3. Planning, Implementing, and Maintaining Instruction</b></p> <p>TESOL/NCATE: Standard 3</p>	<p>3.1 Ability to plan standards-based ESL and content instruction</p> <p>3.2 Ability to create supportive, accepting classroom environments</p> <p>3.3 Ability to plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge</p> <p>3.4 Ability to provide for particular needs of students with interrupted formal education (SIFE)</p> <p>3.5 Ability to plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives</p> <p>3.6 Ability to organize learning around standards-based subject matter and language learning objectives</p> <p>3.7 Ability to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material</p> <p>3.8 Ability to provide activities and materials that integrate listening, speaking, reading, and writing</p> <p>3.9 Ability to develop students' listening skills for a variety of academic and social purposes</p> <p>3.10 Ability to develop students' speaking skills for a variety of academic and social purposes</p> <p>3.11 Ability to provide standards-based instruction that builds on students' oral English to support learning to read and write</p> <p>3.12 Ability to provide standards-based reading instruction adapted to ELLs</p> <p>3.13 Ability to provide standards-based writing instruction adapted to ELLs and to develop students' writing through a range of activities, from sentence formation to expository writing</p> <p>3.14 Ability to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials</p> <p>3.15 Ability to select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1</p> <p>3.16 Ability to employ a variety of materials for language learning, including books, visual aids, props, and realia as well as materials in students' L1</p> <p>3.17 Ability to use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs</p>
<p><b>4. Assessment</b></p> <p>TESOL/NCATE: Standard 4</p>	<p>4.1 Ability to demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately</p> <p>4.2 Knowledge and ability to use a variety of assessment procedures for ELLs</p> <p>4.3 Ability to demonstrate an understanding of key indicators of</p>

	<p>good assessment instruments</p> <p>4.4 Ability to demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs</p> <p>4.5 Ability to distinguish among ELLs’ language differences, giftedness, and special education needs</p> <p>4.6 Ability to understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs</p> <p>4.7 Ability to understand the appropriate use of norm-referenced assessments with ELLs</p> <p>4.8 Ability to assess ELLs’ language skills and communicative competence using multiple sources of information</p> <p>4.9 Ability to use performance-based assessment tools and tasks that measure ELLs’ progress</p> <p>4.10 Ability to understand and use criterion-referenced assessments appropriately with ELLs</p> <p>4.11 Ability to use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development</p> <p>4.12 Ability to prepare ELLs to use self- and peer-assessment techniques when appropriate</p> <p>4.13 Ability to use a variety of rubrics to assess ELLs’ language development and content mastery</p>
<p><b>5. Professionalism</b></p> <p>TESOL/NCATE:</p>	<p>5.1 Ability to demonstrate knowledge of language teaching methods in their historical contexts</p> <p>5.2 Ability to demonstrate knowledge of the evolution of laws and policy in the ESL profession</p> <p>5.3 Ability to demonstrate ability to read and conduct classroom research</p> <p>5.4 Ability to participate in professional growth opportunities</p> <p>5.5 Ability to establish professional goals</p> <p>5.6 Ability to work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school</p> <p>5.7 Ability to engage in collaborative teaching in general education, content-area, special education, and gifted classrooms</p> <p>5.8 Ability to advocate for ELLs’ academic, cultural, and social equity</p> <p>5.9 Ability to support ELL families</p> <p>5.10 Ability to serve as professional resource personnel in their educational communities</p>