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# **NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

## **FIELD 116: ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST DESIGN AND FRAMEWORK**

**May 2018**

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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### FIELD 116: ENGLISH TO SPEAKERS OF OTHER LANGUAGES TEST DESIGN

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., samples of student work, assessment results, teacher notes).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of response time up to 135 minutes.
- The constructed-response item is designed with the expectation of a response up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

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<b>Competency</b>	<b>Selected-Response</b>		<b>Constructed-Response</b>	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Language and Language Learning	15	13%	--	--
0002 Knowledge of English Language Learners	15	13%	--	--
0003 ESOL Instructional Planning, Practices, and Assessment	15	13%	--	--
0004 Instructing English Language Learners in English Language Arts	15	14%	--	--
0005 Instructing English Language Learners in the Content Areas	15	14%	--	--
0006 ESOL Professional Environments	15	13%	--	--
0007 Analysis, Synthesis, and Application	--	--	1	20%
<b>Total</b>	<b>90</b>	<b>80%</b>	<b>1</b>	<b>20%</b>

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Language and Language Learning  
Knowledge of English Language Learners  
ESOL Instructional Planning, Practices, and Assessment  
Instructing English Language Learners in English Language Arts  
Instructing English Language Learners in the Content Areas  
ESOL Professional Environments  
Analysis, Synthesis, and Application

The New York State English to Speakers of Other Languages (ESOL) educator possesses the knowledge and skills necessary to provide English Language Learners with high-quality, research- and evidence-based instruction that promotes their development of English language proficiency and their achievement of grade-level literacy and content-area learning standards. The teacher skillfully applies linguistic, cultural, and literacy knowledge; knowledge of first- and second-language acquisition processes; and knowledge of students to instruct and assess English Language Learners in listening, speaking, reading, writing, and viewing as described in the New York State P–12 Learning Standards (NYSLs) for English Language Arts & Literacy and to promote their development of the discipline-specific language they need to achieve the New York State P–12 student learning standards in other content areas. The teacher effectively fulfills the role as ESOL professional in the classroom, school, and community-at-large.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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**COMPETENCY 0001—LANGUAGE AND LANGUAGE LEARNING**

Performance Expectations

The New York State English to Speakers of Other Languages educator has a strong knowledge of how English language and literacy is acquired as a home language and as a new language. Teachers understand language systems and how features of English relate to those of other languages in order to identify challenging aspects of English and to recognize how English Language Learners' home-language knowledge and skills influence their language and literacy development in a new language. Teachers understand research-based theories of language and literacy development and stages, sequences, and processes involved in learning a home language and a new language.

Performance Indicators

- a. demonstrates knowledge of current theories and research in home-language and new-language acquisition, including the importance of promoting English Language Learners' receptive and productive oracy and literacy development, the role and impact of cross-linguistic influence in/on new-language acquisition, the nature of bilingualism/multilingualism, and the importance of considering bilingualism/biliteracy as an asset and goal for all English Language Learners
- b. demonstrates knowledge of differences between social, general-academic, and discipline-specific language and the importance of promoting English Language Learners' development of language for academic purposes in English at the same time as they are developing basic communication skills
- c. demonstrates knowledge of stages and sequences in new-language acquisition
- d. demonstrates knowledge of the role and importance of transference in new-language acquisition
- e. demonstrates knowledge of cognitive, metacognitive, and metalinguistic processes and strategies involved in learning a new language (e.g., use of generalization, self-monitoring, reflection, formulaic expressions, circumlocution, codeswitching)
- f. demonstrates knowledge of distinctions between the five levels of English language proficiency as defined by the New York State Education Department (NYSED) (i.e., entering, emerging, transitioning, expanding, and commanding)
- g. demonstrates knowledge of sociolinguistic concepts, including language variation (e.g., dialect) and register (i.e., language practices or performances particular to specific functions and situations)
- h. demonstrates knowledge of the interrelationship between language and culture, the effects of this interrelationship on English Language Learners' English acquisition, and strategies for facilitating students' awareness of the differences between the home culture and language and the school culture and language

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- i. demonstrates knowledge of current theories and research in literacy development, including the influence of English Language Learners' home-language literacy and English oracy proficiency on their English literacy development; the importance of building on and developing students' background knowledge, including schemata related to specific texts, to support text comprehension; the reciprocity between decoding and encoding; and the role of phonemic awareness, phonics, fluency, vocabulary, and text comprehension in literacy development
- j. applies knowledge of language systems (i.e., phonetics, phonology, morphology, syntax, semantics, discourse, and pragmatics) in order to identify challenging aspects of English and support English Language Learners' oracy and literacy development

### COMPETENCY 0002—KNOWLEDGE OF ENGLISH LANGUAGE LEARNERS

#### Performance Expectations

The New York State English to Speakers of Other Languages educator understands and appreciates the diversity among English Language Learners and applies knowledge of students' backgrounds (e.g., home-language knowledge and skills, educational background), prior experiences, cultures, assets and needs, personal circumstances, and other funds of knowledge to facilitate their language development and academic achievement. Teachers are aware of how a variety of factors can influence the learning of English Language Learners and use this knowledge to create effective differentiated learning experiences that meet students' individual needs. Teachers understand how cross-cultural differences affect ESOL teaching and learning and use this knowledge to create culturally inclusive learning environments.

#### Performance Indicators

- a. demonstrates knowledge of English Language Learners' diverse linguistic abilities and the importance of providing English Language Learners with appropriate instruction that is differentiated according to their English language proficiency levels
- b. demonstrates knowledge of English Language Learners' diverse learning strengths, needs, interests, and experiences and the importance of considering these factors when planning instruction for English Language Learners (i.e., instruction should be linguistically and culturally responsive and based on an individual student's assessed strengths and needs, prior educational experiences, and home-language and English language proficiency levels)

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- c. demonstrates knowledge of English Language Learner subpopulations as defined in New York State Commissioner's Regulation Part 154 (e.g., Newcomers, Developing English Language Learners, Long-term English Language Learners, Students with Inconsistent/Interrupted Formal Education [SIFE], English Language Learners with Disabilities, Former English Language Learners), as well as other subgroups of English Language Learners (e.g., heritage language speakers, gifted English Language Learners, English Language Learners with strong schooling in their home language, English Language Learners who may be multilingual, multiliterate, and multicultural)
- d. demonstrates knowledge of distinctions between the characteristics of English Language Learners in the process of new-language acquisition and acculturation and the characteristics of English Language Learners with disabilities
- e. demonstrates knowledge of and appropriate strategies for evaluating and using a range of resources (e.g., students, families, school records, community organizations, technology) to learn about English Language Learners' linguistic and educational backgrounds (e.g., home-language literacy level, level of formal education) and their home culture(s)
- f. applies knowledge of sociocultural variables (e.g., cultural identity, cultural contact, cultural stereotyping, prejudice, ethnocentrism) to create a culturally responsive learning environment
- g. applies knowledge of the effects of cross-cultural differences in cultural perspectives (e.g., values and beliefs) and practices and the effects of differences in culturally influenced approaches to learning (e.g., cooperative vs. competitive, individual vs. group) on ESOL teaching and learning
- h. demonstrates knowledge of how to create a culturally responsive classroom and school environment that makes use of students' funds of knowledge, including appropriate use of the home language, as valuable resources for teaching and learning
- i. applies knowledge of cultural differences in communication styles and effective cross-cultural communication techniques, including communicating in a culturally respectful and linguistically appropriate manner with students and their families
- j. applies knowledge of individual learner variables (e.g., age, personality, motivation, learning styles) that may influence English Language Learners' language development and academic achievement
- k. applies knowledge of educational variables (e.g., educational background, teacher expectations, classroom environment) that may influence English Language Learners' language development and academic achievement
- l. applies knowledge of social and political variables (e.g., family expectations, community influences, socioeconomic status, differential status of English and the home language) that may influence English Language Learners' language development and academic achievement

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**COMPETENCY 0003—ESOL INSTRUCTIONAL PLANNING, PRACTICES, AND  
ASSESSMENT**

Performance Expectations

The New York State English to Speakers of Other Languages educator is knowledgeable about and can apply the theoretical and evidential data-driven bases for instruction in the receptive and productive modalities of oracy (listening and speaking), literacy (reading and writing), and visual communication (viewing and visually representing). Teachers understand research- and evidence-based practices in ESOL instruction and how to implement developmentally appropriate standards-driven differentiated instruction, with appropriate scaffolding, that engages English Language Learners at various English language proficiency levels in language and content learning. Teachers understand and use a variety of assessments, scaffolds, and instructional resources for purposes of teaching and learning with English Language Learners. Teachers understand the characteristics of an effective learning environment that supports English Language Learners' achievement and growth.

Performance Indicators

- a. demonstrates knowledge of current research- and evidence-based approaches to ESOL instruction (e.g., communicative language teaching, content-based English as a New Language [ENL], sheltered instruction) and their application in Integrated ENL and Stand-alone ENL classes in New York State
- b. applies knowledge of research- and evidence-based principles of effective English literacy instruction, including the role of ongoing formative assessment in planning effective literacy instruction for English Language Learners; the importance of providing explicit, data-driven instruction in key components of reading (i.e., comprehension, phonemic awareness, phonics, fluency, and vocabulary development), as appropriate, to promote English Language Learners' beginning and ongoing reading development in English; and the importance of integrating receptive and productive oracy and literacy instructional activities to support English Language Learners' comprehension of academic texts
- c. demonstrates knowledge of relevant learning standards (e.g., NYSLS, the New York State Bilingual Common Core Initiative—New Language Arts Progressions, national English language proficiency standards, state academic learning standards) and their application to ESOL instructional planning and assessment
- d. demonstrates knowledge of how to establish goals and expectations for English Language Learners that are aligned with relevant learning standards for language development and content learning and allow for multiple pathways to achievement
- e. demonstrates knowledge of the NYSLS to select and design appropriate, culturally responsive curricular materials and applies knowledge of the New York State Bilingual Common Core Initiative—New Language Arts Progressions to scaffold access to these materials in order to meet the range of oracy and literacy skills that characterize English Language Learners at various levels of English language proficiency



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- f. demonstrates knowledge of how to evaluate, select, modify, and use a variety of curricular materials (e.g., informational texts, children's and adolescent literature, multicultural literature) and other appropriate resources (e.g., realia, visual aids, manipulatives, human resources), including home-language materials and technological resources (e.g., Web-based and digital media, educational software, multimedia resources), to promote English Language Learners' success in meeting learning goals
- g. applies knowledge of effective classroom communication practices (e.g., providing clear directions, using a variety of questioning techniques, using multiple modalities to present lesson content, promoting positive student-teacher and peer interactions) that maximize English Language Learners' understanding and learning
- h. demonstrates knowledge of how to promote English Language Learners' active engagement in learning by providing meaningful, authentic performance-based learning experiences and by creating a cognitively challenging and stimulating learning environment (e.g., setting high expectations, creating challenging learning experiences, encouraging students to take responsibility for their learning, promoting students' curiosity and enthusiasm for learning)
- i. demonstrates knowledge of how to create, organize, and manage a respectful, safe, and supportive student-centered learning environment (e.g., using flexible grouping practices, creating a climate of acceptance) to maximize English Language Learners' participation, cooperation, and learning
- j. demonstrates knowledge of principles of assessment, including types (e.g., entry, formative, and summative assessments; norm- and criterion-referenced assessments; language proficiency assessments; curriculum-based and standardized assessments; authentic assessments; performance-based assessments such as portfolios; self- and peer-assessments) and purposes (e.g., evaluation of language proficiency, evaluation of academic achievement, screening for possible giftedness or disability, program evaluation) of assessments as used in English as a New Language programs and classrooms in New York State and applies such knowledge appropriately in the teaching and learning process
- k. demonstrates knowledge of the importance of using multiple measures of assessment and of embedding assessment in instruction and how to design, select, and use a variety of formative and summative standards-based assessment tools and processes to measure and document English Language Learners' learning and progress
- l. applies knowledge of how to analyze, interpret, and use assessment results and other relevant data to plan instruction (e.g., adjusting the pace, focus, and/or delivery method of instruction) to meet English Language Learners' needs at various levels of English language proficiency
- m. demonstrates knowledge of strategies for communicating to stakeholders (e.g., administrators, other teachers, students, students' families, community members) assessment results, including periodic progress reports in English language acquisition, and pedagogical rationales for ESOL instructional practices

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- n. demonstrates knowledge of issues (e.g., norming groups used in standardized tests, limited prior testing experiences, cultural and linguistic bias, similarities and distinctions between language difference and disability) that can affect the validity of assessments when used with English Language Learners; national, state, and local requirements for the screening, identification, placement, reclassification, and exiting of English Language Learners (e.g., New York State Commissioner's Regulation Part 154; Title III of No Child Left Behind Act of 2001 [NCLB, reauthorized 2013])
- o. demonstrates knowledge of allowable testing accommodations for English Language Learners and Former English Language Learners as defined by NYSED
- p. demonstrates knowledge of interventions under New York State's Response to Intervention (RtI) model and/or Academic Intervention Services (AIS) and applies knowledge of how to analyze, interpret, and use assessment results and other relevant data to plan targeted interventions to meet the needs of English Language Learners who may require them
- q. demonstrates knowledge of federal accountability measures for English Language Learners and implications on instruction if these measures are not met

### COMPETENCY 0004—INSTRUCTING ENGLISH LANGUAGE LEARNERS IN ENGLISH LANGUAGE ARTS

#### Performance Expectations

The New York State English to Speakers of Other Languages educator understands the complex construct of language competence and that English Language Learners' ability to acquire English and achieve academically requires well-developed oracy and literacy skills. Teachers understand social and academic language expectations for English Language Learners as well as the wide range of analytical tasks and receptive and productive language functions required of English Language Learners in English language arts. Teachers understand how to support and assess students' ability to function effectively in a variety of informal and formal communicative situations. Teachers understand the role and importance of utilizing students' home language(s) to promote their development in English language arts. Teachers understand the wide range of informational and literary texts and media used in English language arts and how to support and assess English Language Learners' ability to use oracy, literacy, and visual communication to comprehend, analyze, and produce texts and media for different purposes and audiences.

#### Performance Indicators

- a. demonstrates knowledge of the NYSLS for English Language Arts & Literacy and the New York State Bilingual Common Core Initiative—New Language Arts Progressions and their application to language instruction for English Language Learners at various grade levels and levels of English language proficiency
- b. demonstrates knowledge of strategies for utilizing students' home language(s) to promote their development in English language arts (e.g., bilingual glossaries/dictionaries, home-language reference materials and resources, awareness of cognates)

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- c. applies knowledge of the dimensions of communicative competence (i.e., grammatical, sociolinguistic, discourse, and strategic competence); the interdependence of oracy, literacy, and visual communication; and research- and evidence-based methods and resources for integrating listening, speaking, reading, writing, and viewing (e.g., thematic and inquiry-based units) to promote English Language Learners' achievement in the English language arts
- d. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to English listening skills (e.g., integrate and evaluate information presented in diverse media and formats; evaluate a speaker's point of view, reasoning, and use of evidence)
- e. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to English speaking skills (e.g., prepare for and participate in a range of conversations and collaborations; present information that is comprehensible to listeners; make strategic use of digital media and displays of data to express information; adapt speech to a variety of contexts and communicative tasks)
- f. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to the development of foundational English literacy skills, including print concepts, phonological and phonemic awareness, phonics and other word identification strategies, and fluency (e.g., building on students' home-language literacy skills; providing direct, explicit instruction in foundational reading skills to address assessed areas of need)
- g. demonstrates knowledge of the importance of prioritizing foundational English literacy skills for English Language Learners in early stages of language acquisition regardless of grade level
- h. applies knowledge of research- and evidence-based methods (e.g., engaging students in close and careful reading, including rereading; scaffolding access to texts for students reading below grade level; differentiating instruction for students at different levels of English language proficiency according to the New York State Bilingual Common Core Initiative—New Language Arts Progressions) and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to comprehending complex informational and literary texts in English (e.g., determine meaning and make logical inferences from text; determine central ideas or themes; summarize key supporting details and ideas; analyze the development of characters, events, and ideas; interpret technical, connotative, and figurative meanings of words and phrases; analyze word choice; analyze text structure; analyze the effect of point of view or purpose on content and style)
- i. applies knowledge of the organizational structure and key characteristics of informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts) and literary texts (e.g., poetry, drama, stories)

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- j. applies knowledge of research- and evidence-based methods (e.g., differentiating instruction for students at different levels of English language proficiency according to the New York State Bilingual Common Core Initiative–New Language Arts Progressions) and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to evaluating, synthesizing content from, and responding to complex informational and literary texts in English (e.g., integrate and evaluate content presented in diverse media and formats; delineate and evaluate the argument and specific claims in a text; analyze how multiple texts address similar themes or topics; employ knowledge of literary language, textual features, and forms to reflect on and interpret literary texts from a variety of genres)
- k. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to using the writing process to produce a variety of texts for a variety of purposes in English (e.g., produce coherent writing appropriate to task, purpose, and audience; develop and strengthen writing by planning, revising, editing, and rewriting; use technology to produce and publish writing; write arguments to support claims using valid reasoning and relevant evidence; write informative/explanatory texts to convey ideas and information clearly; write narratives to develop experiences or events using details and sequencing)
- l. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to producing text-based written responses and research-based writing from sources in English (e.g., develop personal, cultural, textual, and thematic connections within and across genres; conduct research projects based on focused questions; gather relevant information from multiple print and digital sources; draw evidence from informational or literary texts to support reflection, analysis, synthesis, and research)
- m. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to the development of standard English conventions (e.g., use standard English grammar and usage when writing or speaking; use standard English capitalization, punctuation, and spelling when writing)
- n. applies knowledge of research- and evidence-based methods and resources for supporting and scaffolding English Language Learners' achievement of relevant learning standards related to the development of English vocabulary (e.g., determine or clarify meaning of unknown words by analyzing word parts, recognizing word origins and cognates, using context clues, and consulting reference materials; demonstrate understanding of figurative language and nuances in word meanings; acquire and use a range of general-academic and discipline-specific words)

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- o. applies knowledge of assessment instruments and techniques for assessing English Language Learners' listening, speaking, reading, writing, language conventions, and vocabulary (e.g., formative assessments such as oral interviews, classroom observation checklists, audio or video recording, informal reading inventories, reading logs, rubrics, portfolios, and writing conferences; summative state English language proficiency assessments) to plan effective instruction and interventions in the English language arts

### COMPETENCY 0005—INSTRUCTING ENGLISH LANGUAGE LEARNERS IN THE CONTENT AREAS

#### Performance Expectations

The New York State English to Speakers of Other Languages educator understands the complex construct of academic language and that English Language Learners' ability to acquire English and achieve academically requires a high degree of proficiency in language functions, practices, or performances particular to specific disciplines. Teachers understand subject-matter expectations for English Language Learners and how to support students' development of general-academic and discipline-specific language and their access to content. Teachers understand the cognitive complexity of content-area tasks and how to support and assess students' ability to apply learning strategies and higher-order thinking skills independently.

#### Performance Indicators

- a. demonstrates knowledge of state academic learning standards (e.g., NYSLs) and applies knowledge of research- and evidence-based methods and resources for developing English Language Learners' general-academic and discipline-specific language and literacy skills in mathematics, history/social studies, science, and technical subjects and for scaffolding English Language Learners' content-area learning at various grade levels and levels of English language proficiency
- b. demonstrates knowledge of the importance of prioritizing foundational content knowledge and skills for English Language Learners appropriate to the grade level and language-proficiency level of the student
- c. applies knowledge of the interdependence of language learning and content learning and research- and evidence-based methods and resources for integrating language and content objectives in instruction for English Language Learners
- d. demonstrates knowledge of discipline-specific and interdisciplinary features of academic discourse and academic language (e.g., discourse complexity, language forms and conventions, vocabulary usage) used within and across various content areas (e.g., language arts, mathematics, science, history/social studies)
- e. applies knowledge of research- and evidence-based methods and resources for making subject matter accessible and comprehensible to English Language Learners (e.g., using realia and visuals, providing comprehensible input, modifying language without simplifying content, checking student comprehension frequently, creating opportunities for students to engage in self-directed learning)

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- f. applies knowledge of the importance of and research- and evidence-based methods and resources for connecting English Language Learners' prior understanding and experiences to new knowledge
- g. applies knowledge of research- and evidence-based methods and resources for supporting English Language Learners' content-area learning through scaffolding, such as verbal scaffolding (e.g., prompting, questioning, elaborating), procedural scaffolding (e.g., explicit teaching, modeling, providing opportunities for independent practice and application), metacognitive scaffolding (e.g., planning, regulating, evaluating), visual scaffolding, and instructional scaffolding (e.g., using graphic organizers)
- h. applies knowledge of research- and evidence-based methods and resources for promoting English Language Learners' development of learning skills (e.g., note-taking skills, research skills, test-taking skills) and strategies (e.g., categorizing words and concepts, self-monitoring, making inferences) to support their content-area learning
- i. applies knowledge of research- and evidence-based methods and resources for connecting concepts across disciplines and engaging English Language Learners in critical and innovative thinking and collaborative problem solving related to real-world contexts
- j. applies knowledge of assessment instruments and techniques for assessing English Language Learners' discipline-specific language and literacy development and content-area learning (e.g., formative assessments such as textbook assessments, teacher-created assessments, performance-based assessments, and project-based assessments; standardized achievement tests), including test adaptation techniques and testing accommodations (e.g., providing time extension, allowing bilingual dictionaries and/or glossaries), to plan instruction and interventions that support English Language Learners' content-area achievement

### COMPETENCY 0006—ESOL PROFESSIONAL ENVIRONMENTS

#### Performance Expectations

The New York State English to Speakers of Other Languages educator is aware that an ESOL teacher's work occurs on multiple levels in both local and personal contexts as well as in public contexts. Teachers are grounded in the historical and research foundations of the field of ESOL and committed to continued learning through reflective practice and professional development. Teachers understand key national- and state-level legislation, judicial rulings, regulations, and policies related to the instruction of English Language Learners. Teachers are aware of the role of family and community involvement in English Language Learners' education and are able and willing to serve as a resource and advocate for English Language Learners and their families as well as to contribute to the professional development of colleagues.

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#### Performance Indicators

- a. demonstrates knowledge of New York State Commissioner's Regulation Part 154, including the role of Subparts 154-2 and 154-3 in establishing standards for New York State school districts with regard to programs, instruction, and assessment for English Language Learners and English Language Learners with Disabilities, respectively
- b. demonstrates knowledge of key court cases (e.g., *Lau v. Nichols*, *Castañeda v. Pickard*, *Plyler v. Doe*), key legislation (e.g., Title VII of the Elementary and Secondary Education Act of 1968 [Bilingual Education Act], Title III of No Child Left Behind Act of 2001 [NCLB, reauthorized 2013], Individuals with Disabilities Education Improvement Act of 2004 [IDEA]), and important federal and state policies and how they affect educational programs for English Language Learners
- c. demonstrates knowledge of characteristics, goals, and research on the effectiveness of various models and types of programs (e.g., Transitional Bilingual Education, English as a New Language, Two-Way Bilingual Education) for English Language Learners
- d. demonstrates knowledge of current developments within the field of ESOL and the importance of and strategies for using relevant resources to stay current on research and pedagogy in the field and drawing on current research- and evidence-based theory to inform instructional practice
- e. demonstrates knowledge of how to use self-reflection and stakeholders' feedback to inform and adjust instructional practices and professional behavior (e.g., recognizing the effects of a teacher's prior experiences and possible biases on instructional practices, using professional reflection to identify personal strengths and weaknesses, demonstrating a willingness to give and receive constructive feedback to improve professional practice, conducting action research)
- f. demonstrates knowledge of how to set goals for and engage in ongoing professional development (e.g., setting goals to enhance personal strengths and address areas for growth, formulating a professional development plan based on recognized areas for growth, participating in professional growth opportunities, accessing and using resources of local and national professional organizations, networking with other ESOL professionals)
- g. demonstrates knowledge of how to communicate and collaborate with students and their families (e.g., using translation and/or interpretation services to correspond and communicate in the home language, inviting families to share information, supporting families in participating in and contributing to their children's education, viewing students and their families as cultural liaisons to the school community) to enhance English Language Learners' language development and academic achievement
- h. demonstrates knowledge of how to serve as a professional resource in the school community (e.g., facilitating cooperation among school and district personnel, English Language Learners and their families, administrators, community members, and policymakers; building the capacity of colleagues by sharing and modeling effective ESOL techniques and resources)

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- i. demonstrates knowledge of how to communicate and collaborate with colleagues (e.g., co-teaching approaches and methodologies) and community members to provide English Language Learners with comprehensive, challenging educational opportunities (e.g., models for providing Integrated ENL in core content classes)
- j. demonstrates knowledge of the importance of and strategies for advocating for English Language Learners' full, equitable access to school resources and serving as an advocate for English Language Learners and their families by helping them make decisions and develop self-sufficiency in the school community
- k. demonstrates knowledge of the importance of advocacy and applies knowledge of strategies to promote acceptance and understanding of cultural diversity in the school community

### COMPETENCY 0007—ANALYSIS, SYNTHESIS, AND APPLICATION

#### Performance Expectations

The New York State English to Speakers of Other Languages educator applies pedagogical content knowledge to design instruction for English Language Learners by identifying, synthesizing, and applying relevant information from formal and informal assessments and anecdotal evidence of English language proficiency and academic performance for a group of English Language Learners. Teachers demonstrate the ability to identify students' needs based on analysis of assessment data and other relevant evidence. Teachers draw on knowledge of English Language Learners, language and literacy development, and research- and evidence-based practices in ESOL instruction to design a lesson that effectively addresses individual students' needs.

#### Performance Indicators

- a. selects and describes accurately appropriate and effective research- and evidence-based strategies for addressing English Language Learners' identified needs in the areas of listening, speaking, reading, and/or writing and in academic language
- b. demonstrates the ability to discuss the appropriateness and effectiveness of selected instructional strategies in addressing English Language Learners' needs using knowledge of English Language Learners, knowledge of language and literacy development, and sound pedagogical reasoning
- c. demonstrates the ability to utilize data from formal and informal assessments of English language proficiency and academic performance to identify English Language Learners' needs in listening, speaking, reading, and/or writing and in discipline-specific language and to provide a rationale for planning and implementing instruction
- d. identifies, synthesizes, and applies relevant data from multiple assessments to determine the needs of English Language Learners in the areas of listening, speaking, reading, and/or writing and in discipline-specific language as described in the NYSLS

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