

Goals, Outcomes, & Performance Criteria

Based on the standards set forth by the professional organization, Teachers of English to Speakers of Other Languages, Inc. (TESOL*), the Goals and Standards are defined respectively as "Domains" and "Standards". Following the table of "Degree Program Standards" are detailed goal and outcomes statements as published by the professional organizations in the field.

*Teachers of English to Speakers of Other Languages, Inc. (TESOL) is a global education association based in Alexandria, Virginia, in the United States. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

Degree Program Standards

Domain 1: Language	Standard 1.a. Describing Language
	Standard 1.b. Language Acquisition and Development
Domain 2: Culture	Standard 2.a. Nature and Role of Culture
	Standard 2.b. Cultural Groups and Identity
Domain 3: Planning, Implementing, and Managing Instruction	Standard 3.a. Planning for Standards-Based ESL and Content Instruction
	Standard 3.b. Managing and Implementing Standards-

Performance Criterion 1.a.1. Apply knowledge of phonology (the sound system) to help ESOL

Performance Criterion 1.b.6. Recognize and build on the processes and stages of English language and literacy development.

Performance Criterion 1.b.7. Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.

OBJECTIVE/Standard 2.b. Cultural Groups and Identity. Students know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Performance Criterion 2.b.1. Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.

Performance Criterion 2.b.2. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students.

Performance Criterion 2.b.3. Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL students' learning.

Performance Criterion 2.b.4. Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL.

Performance Criterion 2.b.5. Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

GOAL/Domain 3: Planning, Implementing, and Managing Instruction (Practice)

Students 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.

OBJECTIVE/Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Students know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Students serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Performance Criterion 3.a.1. Plan standards-based ESL and content instruction.

Performance Criterion 4.b.5. Assess ESOL learners language skills and communicative competence using multiple sources of information.

OBJECTIVE/Standard 4.c. Classroom-Based Assessment for ESL. Students know and use a variety of performance-based assessment tools and techniques to inform instruction.

Performance Criterion 4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress toward state and national standards.

Performance Criterion 4.c.2. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.

Performance Criterion 4.c.3. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.

GOAL/Domain 5: Professionalism

Students demonstrate knowledge of the history of ESL teaching. Students keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Students use such information to reflect upon and improve their instructional practices. Students provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

OBJECTIVE/Standard 5.a. ESL Research and History. Students demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Performance Criterion 5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.

Performance Criterion 5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

OBJECTIVE/Standard 5.b. Partnerships and Advocacy. Students serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Performance Criterion 5.b.1. Advocate and serve as language and education resources for students and families in their schools and communities.

Performance Criterion 5.b.2. Serve as professional resource personnel in their educational communities.

Performance Criterion 5.b.3. Advocate for ESOL students' access to all available academic resources, including instructional technology.

OBJECTIVE/Standard 5.c. Professional Development and Collaboration. Students collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Performance Criterion 5.c.1. Establish professional goals and pursue opportunities to grow in the field of ESL.

Performance Criterion 5.c.2. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.

Performance Criterion 5.c.3. Engage in collaborative teaching in general education and content-area classrooms.

Performance Criterion 5.c.4. Model academic proficiency in the English language.

Performance Criteria (Indicators)

The standards themselves are divided into performance indicators. These indicators are to help identify evidence of candidate performance. These performance indicators can be met at three proficiency levels:

Approaches Standard: The documentation provided and the evidence submitted clearly establish that the teacher candidates have knowledge about the subject content, but does not apply it adequately to the classroom.

Meets Standard: The documentation provided and the evidence submitted clearly establish that the teacher candidates demonstrate the dispositions, knowledge, and skills to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations.

Exceeds Standard: The documentation provided and the evidence submitted clearly establish that the teacher candidates consistently demonstrate the dispositions, knowledge, and skills associated with candidates who demonstrate positive effects on student learning and go on to successful teaching. It