Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs

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Contents

Introduction

The *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs* outline the unique content, pedagogical knowledge, and skills necessary to prepare effective Pre-K–12 TESOL educators in the United States. The 2018 Standards succeed and replace the 2010 *TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education* (sometimes referred to as the TESOL/CAEP Standards or the TESOL Professional Teaching Standards). These standards are designed to be used by teacher education programs that prepare candidates for their first TESOL credential, where that is initial licensure, an endorsement, or an add-on license. Programs preparing teachers to teach English as a Second or Other Language to Pre-K–12 students in the United States are available across the country although the credential and licensing requirements vary greatly by state.

These standards are performance-based, developed by TESOL International Association, and used by the Commission for the Accreditation of Educator Preparation (CAEP) to assess programs that prepare and license Pre-K–12 TESOL educators across the United States. Institutions wishing to become nationally recognized must align their programs to the standards and submit a program report to CAEP in order to become accredited. National recognition provides a clear way to identify the quality of a program and not only helps ensure that teacher candidates have access to the knowledge and skills needed, but also helps schools and districts build their capacity to serve Pre-K–12 English Learners.

CAEP requires Specialized Professional Associations (such as TESOL) to revise their standards every 7-8 years, and provides the following guidelines for the standards:

1. The standards are written to describe what candidates should know and be able to do by the completion of their teacher preparation programs in ways that can be assessed by actual performance.

2. The standards describe and make use of the knowledge base, including current research and the wisdom of practice in the specialty area (TESOL), and are to focus on the most critical knowledge and skills appropriate for the professionals in the field.

3. The standards focus on learners and creation of environments that will foster student learning.

4. The standards are concise, rigorous, and measurable, not perceived by program faculty as overwhelming in breadth and number.

The 2018 standards are written to meet these guidelines.

Institutions receive accreditation from CAEP every 5–7 years. Program approval is contingent on assessments presented by programs showing candidates' skills, knowledge, and dispositions in terms of teaching English language learners. Programs in institutions

submit program reports to be reviewed by TESOL for National Recognition 3 years prior to the scheduled CAEP accreditation visit. The duration of the National Recognition depends on when programs receive the status in comparison to the current CAEP accreditation visit. At the time of publication there are more than 100 TESOL programs nationally recognized by CAEP in the United States.

This publication provides an overview of the 2018 Standards and outlines some of the basic information needed by programs wishing to be nationally recognized. More detailed information about the standards, including background rationale for the standards and how they can be used by any teacher preparation program will be provided in a separate publication.

WHAT IS INCLUDED IN THIS PUBLICATION

This publication is comprised of three main sections:

Overview of the Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs

This section presents a history and background of TESOL standards for teacher education, and an overview of changes from the 2010 TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education.

The Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs

The new standards are outlined here. There are five standards in total, each with a set of 4–5 components. Each standard is presented with its accompanying components, the program requirements for the standard, and decision criteria used to measure attainment of the standard.

Assessment Evidence Guidelines

This section details how the standards can be assessed within CAEP's policy of six to eight assessments, an explanation of alignment between standards and assessments and how programs demonstrate a preponderance of evidence, and recommendations for standards and assessments.

Overview of the Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs

HISTORY AND BACKGROUND

TESOL International Association has published standards for students, educators, and TESOL programs for nearly 30 years. In 1999, in order to advance recognition for the professionalism and knowledge of its members, TESOL joined the National Council for the Accreditation of Teacher Education (NCATE, now CAEP). Two years later, in 2001, TESOL finalized standards for the recognition of Pre-K – 12 TESOL teacher education programs and then subsequently revised the standards in 2010. Now, more than 15 years since the introduction of the original standards, major shifts in the education of English learners have resulted in a need for new standards. These shifts have included heighted academic expectations for English learners under *No Child Left Behind Act* (NCLB) in 2001 and *Every Student Succeeds Act* (ESSA) in 2015, the development of college- and career-ready standards, dynamic changes in our understanding of the language acquisition process, and the overall growth of the English language learner (ELL) population in U.S. schools.

Due to the nature of these extraordinary shifts, TESOL decided to detour from the traditional revision process, in which standards are examined, and then justified, modified, or (occasionally) eliminated. Instead, TESOL opted for a more thorough and holistic process, entirely rebuilding the standards from the foundation of the original five domains. TESOL approached this task by convening a panel of strategically selected leaders in the field with an array of areas of expertise. These leaders solidly grounded their decisions about the revised standards in current research and theory, reports of students' needs in the current educational climate, and personal inquiry and wisdom from their own teaching practice and research. Two feedback cycles were built in to the development process so that both TESOL members and the field at large would have opportunities to provide input on the draft standards. Though the new standards were developed through a separate and organic process, many similarities can be found between the 2018 and 2010 Standards. This is a testament to TESOL's unchanging core values and firm foundation upon which the original standards were written.

DIFFERENCE BETWEEN THE 2010 AND 2018 STANDARDS

A comparison of the 2010 and 2018 versions of the standards reveals several important differences, although the essential domains of knowledge remain constant. All five standards cover generally the same topics, but with some important differences in precision and details, as well as updates related to current research in the fields of TESOL and second language acquisition.

The most striking differences between the two sets of standards can be found in their relative structures and specificity. Following guidelines set forth by CAEP, the 2018

Standards are more streamlined with 4–5 components for each standard instead of the range of 3–8 performance indicators per domain or sub-domain in the 2010 version. As a result, the 2018 Standards are less prescriptive about how teachers should proceed; instead, the 2018 Standards describe general required knowledge and applications, and are more reflective of the assumption that candidates act as highly-prepared professionals.

This distinction between the versions is especially apparent in Standard 3, which encompassed a total of 17 performance indicators in the 2010 version, each referring to very specific elements that candidates should include in planning and instruction (e.g., authentic language use [3b2], the four language domains [3b3]). The 2018 version of this standard has only five components, each referring to candidates' overall knowledge of the topic and relying on the candidate to be responsive to individual students' learning needs.

Another difference between the two versions of the standards is the introduction in the 2018 Standards of a focus on candidates' knowledge of and use of individualized strategies for students and their families. In the new version, teachers are expected to gain a deep understanding of their students' backgrounds and personal characteristics (2c–d), language learning processes (1b), and academic skills and outcomes (3c). Rather than being expected to apply all of the practices identified as promising for ELLs, candidates are expected to tailor their instruction to the needs of the students in their classrooms.

Finally, the 2018 Standards reflect current research trends, especially in Standard 1. The new version of the standards reflects growing recognition in the field that language acquisition is not the result of adding together the structures and components of a given language, but instead a communicative and academic process arising from a multitude of interpersonal interactions. As a result, the 2018 Standards focus on the constructive aspects of language learning, while retaining the 2010 focus on the importance of context and discourse.

Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs
with Components and Program Requirements

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1a Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.

1b Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.

1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

1d Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote ELLs' academic achievement across content areas.

Program Requirements

Program evidence of ESOL completers' attainment of Standard 1:

- Assessments, rubrics, and data charts are aligned with standard components.
- Alignment to standard component (s) is provided within assessment rubrics per criterion.
- Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- Assessment rubrics contain discernable levels of performance.
- Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 1 is based on the following criteria:

1. Three years of individual completers performance data (scores and sub-scores) on state-required ESOL content licensure demonstrating an 80% or better overall pass rate. Programs must disaggregate all assessment data by cohort/ cycle of assessment and provide the number (n), mean, and range of scores. [Note: Programs with low enrollment (10 or fewer completers in the previous 3 years) may aggregate those candidates and report the data for everyone in the third cycle.]

2. An additional assessment accompanied by completer performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report and selected from:

   a. Transcript analysis (required for candidates where ESOL or equivalent coursework was not taken at program's institution).

   b. Content-based assessments such as projects, course portfolio, or other course products in ESOL.

   c. Grades in required ESOL education courses and overall GPAs in required ESOL coursework.

   d. Content-based assessments (state licensure test, course grades, projects, course portfolio, or other course products) demonstrating at least an 80% alignment to ESOL content accompanied by completer performance data.

3. A preponderance of evidence drawn from the components, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. Components must be met at the meets level in order to satisfy the preponderance of evidence for Standard 1.

STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Program Requirements

Program evidence of ESOL completers' attainment of Standard 2:

- Assessments, rubrics, and data charts are aligned with standard components.
- Alignment to standard components(s) is provided within assessment rubrics per criterion.
- Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- Assessment rubrics contain discernable levels of performance.
- Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 2 is based on the following considerations:

1. Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

2. A preponderance of evidence drawn from the components, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. Specifically, more than 60% of the components must be met at the meets level in order to satisfy the preponderance of evidence for Standard 2.

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3c Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Program Requirements

Program evidence of ESOL completers' attainment of Standard 3:

- Assessments, rubrics, and data charts are aligned with standard components.
- Alignment to standard component(s) is provided within assessment rubrics per criterion.
- Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.
- Assessment rubrics contain discernable levels of performance.
- Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 3 is based on the following considerations:

1. Assessments are based on course products or student teaching/internship artifacts such as unit plan(s), student teaching/internship evaluation, or work sample, and accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

2. A preponderance of evidence drawn from the components, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. Specifically, more than 60% of the components must be met at the meets level in order to satisfy the preponderance of evidence for Standard 3.

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.

4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.

4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Program Requirements

Program evidence of ESOL completers' attainment of Standard 4:

- Assessments, rubrics, and data charts are aligned with standard components.
- Alignment to standard component(s) is provided within assessment rubrics per criterion.
- Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.

- Assessment rubrics contain discernable levels of performance.
- Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 4 is based on the following considerations:

1. Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

2. A preponderance of evidence drawn from the components, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. Specifically, more than 60% of the components must be met at the meets level in order to satisfy the preponderance of evidence for Standard 4.

STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

5d Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

Program Requirements

Program evidence of ESOL completers' attainment of Standard 5:

- Assessments, rubrics, and data charts are aligned with standard components.
- Alignment to standard component(s) is provided within assessment rubrics per criterion.

- Data charts are aligned with assessment rubric and report candidate performance by level at which it is collected.

- Assessment rubrics contain discernable levels of performance. Assessments are required of all candidates.

Decision Criteria:

Attainment of Standard 5 is based on the following considerations:

1. Assessments are accompanied by candidate performance data from a minimum of two applications for an initial report or a minimum of one application for a response to conditions or revised report.

2. A preponderance of evidence drawn from the components, which is defined by CAEP as "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence," rather than satisfactory performance for each component. Specifically, more than 60% of the components must be met at the meets level in order to satisfy the preponderance of evidence for Standard 5.

Assessment Evidence Guidelines

OVERVIEW OF REQUIRED ASSESSMENTS

This section details how the standards can be assessed within CAEP's policy of six to eight assessments. For each of the six types of required assessments, information is provided on how the revised standards can satisfy that assessment's requirements under CAEP's SPA Program Review Option A. Many of the key assessments are comprehensive enough to address multiple standards outlined in this document. A table is included at the end of this section that displays the alignment between standards and assessment evidence. Ultimately, educator preparation providers (EPPs) make the case for what evidence they provide for the assessments and how that evidence meets the TESOL Standards.

Required Assessment 1: A licensure assessment or other content-based assessment

This is a requirement only if the state requires licensure tests and if this is an NCATE legacy program. 80% of program completers must pass a content field (TESOL) licensure exam, if required by the state. The assessment can be used to *address* all TESOL Standards (where applicable). However, because state licensure tests tend to be multiple choice in format, Assessment 1 cannot provide the *sole* evidence towards meeting any standard. The program must provide at least one additional assessment to provide evidence of candidate attainment for each standard.

Compilers are expected to delineate the relationship of the content (or test specifications) of the state test and the TESOL Standards. Although the assessment "instrument" itself is not required, providing alignment information is useful (e.g., the percentage and/or number of questions that address each TESOL standard listed).

Licensure test data must reflect the percentage of candidates who have passed the state licensure test for each year over the past three academic years, including the most recent year. The most recent year of data must include the mean and range of total scores and sub-scores (if available) on the licensure test. Data must be presented for all program completers, even if there were fewer than 10 test takers in a given year. A Title II, state, or test agency report may be submitted as a scanned attachment, as long as those reports present data as specified above.

If the program's state does not require licensure tests or professional examinations in the content area, data from another assessment that documents candidate attainment of content knowledge in TESOL must be presented (i.e., case study, exam, action research, portfolio).

Required Assessment 2: A content-based assessment

Required Assessment 2 provides an assessment of content knowledge in ESOL. Some examples of types of assessments are a comprehensive exam, a content-based portfolio assessment, case studies, and action research. The assessment is especially recommended to address Standards 1, 2, and 4.

Please refer to the CAEP guidelines for submitting grades as evidence for Assessment 2. If submitting grades as part of Assessment 2 for all courses to be included in this assessment, EPPs are requested to provide a chart that shows the alignment between the TESOL standard(s) and course (either by title or brief course description), the average course grades (and range) by course, and show the percentage of candidates who meet a faculty-chosen benchmark. Also, EPPs are requested to provide a rubric used to determine grades and/or a description of what the grades mean.

Required Assessment 3: Assessment of candidate ability to plan instruction

Required Assessment 3 provides the opportunity for candidates to demonstrate their ability to plan instruction for English learners. The suggested assignment for Assessment 3 is a Unit Plan, which allows candidates to design instruction through a series of related lessons. The Unit Plan provides an opportunity for candidates to specify instructional planning considerations that are unique for ELLs who are learning language and content simultaneously.

This assessment is especially recommended for Standards 2, 3, and 5.

Required Assessment 4: Assessment of student teaching

Required Assessment 4 provides candidates an avenue to demonstrate that their knowledge, skills and dispositions related to teaching ELLs are effectively applied during their student teaching experience. The suggested type of assessment for Assessment 4 is a candidate internship or practicum evaluation. Generic student teaching or internship evaluations, defined as those used by all programs in an EPP, will *not* provide direct evidence of meeting specific TESOL Standards when working with ELLs. When using a generic student teaching or internship evaluation, it is necessary for program faculty to develop a TESOL-specific addition or addendum aligned with the appropriate TESOL Standard(s) that will evaluate the candidate on appropriate TESOL Standards when working with ELLs in the classroom.

This assessment is especially recommended for Standards 3 and 5.

Required Assessment 5: Assessment of candidate effect on student learning

Required Assessment 5 demonstrates candidate effects and impact on Pre-K–12 student learning. For this assessment, candidates will need to design a pre-assessment, develop some type of instruction for ELLs, implement that instruction, and give a post-assessment. In Assessment 5, candidates reflect upon the impact of their instruction on their ELLs' learning. For Assessment 5, programs can have candidates submit a work sample, case study, or other classroom-based project. The key piece of Assessment 5 is that candidates reflect on how their instruction has made an impact on their ELLs' learning.

This assessment is especially recommended for Standards 3 and 4.

Required Assessment 6: Professional Knowledge, Skills and Dispositions

Assessment 6, required by TESOL, is an opportunity for candidates to demonstrate they have a philosophy of teaching ELLs that reflects their understanding of and commitment to the critical issues related to culturally and linguistically diverse students. In order to be effective ESOL teachers, it is crucial for candidates to be "on board" to fully support ELLs as well as their families. Types of assessments that can be used for Assessment 6 are a philosophy of teaching paper and/or candidates' reflective journals.

This assessment is especially recommended for Standard 5.

Optional Assessments 7 and/or 8: Additional assessments

Institutions may, at their discretion, submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that standards are met. Up to two additional assessments can be used that demonstrate: additional candidate proficiency in TESOL content knowledge and/or professional and pedagogical knowledge, skills, and dispositions as they apply to ELLs. The strategy for choosing which additional assessments to submit could be based on several factors. For example, it could be that a program's content-based assessments (#1 and #2) are relatively weak, and faculty might determine another assessment is needed to adequately demonstrate candidate mastery for one of the TESOL Standards.

PREPONDERANCE OF EVIDENCE

For a program to gain national recognition, all standards must be met to the satisfaction of a preponderance of evidence. As defined by CAEP, preponderance of evidence is "an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence." This requirement does not mandate that all components within a standard be met, but that a majority of the components within each standard are met. Programs must meet at least 60% of components within each standard at the "meets standard" candidate proficiency level in order to satisfy the preponderance of evidence.

EVALUATING ALIGNMENT AMONG STANDARDS, ASSESSMENTS, AND RUBRICS

It is crucial for programs to document the alignment among standards, assessments, rubrics or scoring guides, and data presentation. Once programs provide documentation of a solid alignment, the following criteria are provided for reviewers to evaluate this alignment:

- All parts of the assessment address the concepts included in the full scope of the specific TESOL standard(s), at the same level of rigor and complexity

- Standard(s) addressed in the assessments are clearly operationalized in the rubrics

- The data are presented at the component level

- Data from three levels of performance are provided in the data tables for each TESOL Standard addressed in each assessment

STANDARDS AND RECOMMENDED ASSESSMENTS

Recommendations are provided below regarding which types of the six required assessments are well-suited to meeting each of the TESOL Standards. Please keep in mind that these are recommendations based on past experience with TESOL/CAEP reviews. Programs may choose which of the six required assessments they use to address the TESOL Standards. Assessments in parentheses may only indirectly provide evidence for the standards indicated.

TESOL Standard	Recommended Assessments
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.	1, 2, (3, 4, 5)
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.	(1,) 2, 3, (4, 5), 6
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered interactive approaches. Candidates justify instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.	(1, 2), 3, 4, 5, (6)
STANDARD 4: ASSESSMENT AND EVALUATION Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments, and advocate for equitable assessments for ELLs. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of facilitating collaboration by communicating results to other educators, ELLs, and ELLs' families.	1, 2, (3, 4), 5, 6
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.	(1, 2), 3, 4, (5), 6