

# Crosswalk: Previous versus New English for Speakers of Other Languages (ESOL) Standards K-6, 5-8, 6-12, PreK-12

**General Information about this Revision:**

- » Standards terminology was updated and the expectations clarified on key content-area elements.
- » Standards were reorganized and condensed for clarity.
- » Added evidence-based teaching strategies and professionalism.
- » Updated expectations for teacher’s knowledge of cultural dynamics and differentiated instruction.

## Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #1</b> The teacher of English for speakers of other languages understands the contributions of general and applied linguistics to second-language education, including the understanding of the sound system, forms, structures, and the lexicon of English.</p>	<p><b>Standard 1: Language as a System;</b> Candidates demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.</p>	<ul style="list-style-type: none"> <li>Updated and clarified expectations for phonology, grammatical concepts, sociolinguistics, and the use of research-based strategies.</li> <li>Updated to include the subsystems of language and how they support ELLs in obtaining proficiency and literacy in content areas.</li> </ul>

## Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #2</b> The teacher of English for speakers of other languages understands the fundamentals, similarities, and differences of first- and second-language acquisition.</p>	<p><b>Standard 2: Language Acquisition and Development;</b> Candidates know theories and research in language acquisition, including the role native literacy plays in SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.</p>	<ul style="list-style-type: none"> <li>Updated and clarified expectations for language acquisition content knowledge and professional skills.</li> <li>Added the role of native literacy in language acquisition, and use of appropriate instructional strategies.</li> <li>Included the theories and research in second language acquisition.</li> <li>Added the role of native literacy in language acquisition, and use of appropriate instructional strategies.</li> </ul>

## Standard 3

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #3</b> The teacher of English for speakers of other languages acknowledges the diverse, historical tapestry of cultures that make up the United States and the role language plays in the development of cultural identities.	<b>Standard 3: Role of Culture in Student Learning;</b> Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.	<ul style="list-style-type: none"> <li>Updated and clarified expectations for teacher's knowledge of cultural dynamics.</li> </ul>
<b>Standard 4</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #4</b> The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.	<b>Standard 4: Planning Instruction;</b> Candidates have knowledge and understanding of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	<ul style="list-style-type: none"> <li>Updated standard to emphasize knowledge of research-based teaching approaches for differentiated instruction.</li> </ul>
<b>Standard 5</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #5</b> The teacher of English for speakers of other languages understands the importance of using language in socially and culturally appropriate ways by developing communication skills in speaking, listening, reading, writing, viewing, and representing visually across the curriculum.	<b>Standard 5: Implementing Instruction;</b> Candidates know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	<ul style="list-style-type: none"> <li>Updated standard to emphasize use of research-based teaching approaches for differentiated instruction.</li> </ul>
<b>Standard 6</b>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #6</b> The teacher of English for speakers of other languages understands and uses formal and informal first- and second-language assessment techniques to evaluate the progress of English language learners, including knowledge and use of assessment	<b>Standard 6: Language Proficiency and Content-Based Assessments;</b> Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language proficiency instruments and content-based assessments to evaluate language and academic	<ul style="list-style-type: none"> <li>Updated and clarified expectations for teacher's knowledge of language proficiency and content-based assessments.</li> <li>Updated and clarified expectations for teacher's knowledge of language proficiency and content-based assessments used to guide instruction and communicate results.</li> </ul>

tools to determine program placement, exit criteria, and participation in state assessments.	growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs.	
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## Standard 7

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #7</b> The teacher of English for speakers of other languages understands and uses a broad range of methodologies to provide academic learning experiences for English language learners, understands and uses strategies that encourage full participation of English language learners in the school environment, and understands the foundations of second-language instruction.	<b>Standard 7: Professionalism;</b> Candidates demonstrate knowledge of history, educational public policy and current research in the field of ESOL. Candidates are involved in professional growth opportunities and apply knowledge gained to inform teaching and learning.	<ul style="list-style-type: none"> <li>Added a standard on professionalism.</li> <li>Old Standard 7 is included in New Standard 4.</li> </ul>

## Standard 8

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #8</b> The teacher of English for speakers of other languages demonstrates a high level of proficiency in English commensurate with the role of an instructional model.	<i>Incorporated into earlier standards</i>	<ul style="list-style-type: none"> <li>Incorporated into earlier standards</li> </ul>

## Standard 9

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<b>Standard #9</b> The teacher of English for speakers of other languages understands and uses a variety of methods and techniques suitable for second-language instruction for English language learners with special needs, including the ability to adapt existing materials in collaboration with teachers of students with exceptionalities to meet the needs of all English language learners.	<i>Incorporated into earlier standards</i>	<ul style="list-style-type: none"> <li>Incorporated into earlier standards</li> </ul>

## Standard 10

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p><b>Standard #10</b> The teacher of English for speakers of other languages understands and uses a broad range of literacy methodologies, programs, and assessment tools for English language learners and acknowledges the important role of family literacy in second language acquisition.</p>	<p><i>Incorporated into earlier standards</i></p>	<ul style="list-style-type: none"> <li>• Incorporated into earlier standards</li> </ul>