

Kansas Educator Preparation Program Standards for English for Speakers of Other Languages (ESOL) Educators

K-6, 5-8, 6-12, PreK-12

***Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

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| Standard 1: Language as a System; 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. | |
| Function 1: Knowledge of the Phonological System | |
| Content Knowledge | Professional Skills |
| 1.1.1 CK Candidates know the order of acquisition of phonemes (consonants and vowels). For example, stops are acquired before fricatives, etc. Candidates have knowledge of phonological concepts such as stress patterns, intonation, English syllabic and phonological structures, etc. | 1.1.3 PS Candidates use their knowledge of different languages’ phonological systems and it is reflected in their planning and instruction. They are able to analyze ELs’ speech as they develop their proficiency in language and content. |
| 1.1.2 CK Candidates know phonological processes such as “stopping”, consonant cluster reductions, phonotactic constraints from one language to another, etc. | 1.1.4 PS Candidates use appropriate methodologies in planning and instruction to develop the phonological competence of their ELs through the use of students’ L1 phonological knowledge and the transfer to language development and academic learning. |
| Function 2: Knowledge of the Morphological System. | |
| Content Knowledge | Professional Skills |
| 1.2.1 CK Candidates know how words are formed in the English language and are able to conduct morphological analyses. Candidates know morphological processes and word structure. | 1.2.2 PS Candidates use students’ L1 morphological processes to communicate similarities and differences between it and English morphological processes and word structure. They are able to teach and develop ELs content vocabulary as a system. |
| Function 3: Have knowledge of the Semantic System. | |
| Content Knowledge | Professional Skills |
| 1.3.1 CK Candidates know the semantic system including concepts, order of acquisition, and are able to identify semantic processes at both the word and sentence level. | 1.3.2 PS Candidates observe students’ semantic processes and how culture and L1 influences concept development in L2. They use effective techniques and brain-based methodologies to teach content-specific vocabulary and lexical items that allow ELs to develop their cognitive academic proficiency skills at the word and sentence levels. |
| Function 4: Knowledge of the Syntactic Structure of the English Language. | |
| Content Knowledge | Professional Skills |
| 1.4.1 CK Candidates know the order of acquisition and concepts related to syntax and are able to identify syntactic structures. | 1.4.3 PS Candidates conduct linguistic analysis to identify key structures that express target language functions in the various content areas. |

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| | They identify students' L1 syntactical influences to scaffold students' acquisition and concepts in the English language. |
| 1.4.2 CK Candidates know the importance of linguistic and curriculum analysis to identify language functions and how they are expressed through specific structures and lexical items (content vocabulary). | 1.4.4 PS Candidates are able to conduct linguistic and curriculum analysis of content-area text and language demands and identify the target language functions and structures that express them. Knowledge acquired is used to provide appropriate content and language instruction for students based on their L2 proficiency. |
| Function 5: Knowledge of the pragmatic and sociolinguistics of the English Language. | |
| Content Knowledge | Professional Skills |
| 1.5.1 CK Candidates know concepts in the area of pragmatics and sociolinguistics. | 1.5.2 PS Candidates use research-based strategies and techniques to help ELs develop their pragmatic and sociolinguistic competence to use language appropriately in various social and academic contexts and purposes. They model appropriate and correct use of language in various contexts and for various pragmatic purposes. |

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| Standard 2: Language Acquisition and Development; 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. | |
| Function 1: Candidates know major First and Second Language Acquisition (SLA) theories. | |
| Content Knowledge | Professional Skills |
| 2.1.1 CK Candidates know the limitations as well as strengths of major research theories of second language acquisition. | 2.1.2 PS Candidates are able to demonstrate their understanding of SLA from a critical perspective by designing developmentally-appropriate instruction and assessment of language and core academic content for ELLs. |
| Function 2: Candidates understand the role of native language literacy in SLA. | |
| Content Knowledge | Professional Skills |
| 2.2.1 CK Candidates know the influence of native language literacy skills in the development of SLA. | 2.2.2 PS Candidates collect information regarding native language literacy and use this knowledge in their planning, instruction, and assessment of ELL students. Candidates encourage parents and caregivers of ELs to strengthen development of native language literacy to support SLA. |
| Function 3: Candidates know the stages of second language acquisition. | |
| Content Knowledge | Professional Skills |
| 2.3.1 CK Candidates know the stages of second language development and the characteristics related to each stage. | 2.3.2 PS Candidates reflect knowledge of second language development in their planning, instruction, and assessment of ELL students by using developmentally-appropriate language to make the core content accessible to ELs. |

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| Standard 3: Role of Culture in Student Learning; Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning. | |
| Function 1: Candidates know the cultural pluralism of the United States and can identify similarities and differences within those cultures. | |
| Content Knowledge | Professional Skills |
| 3.1.1 CK Candidates know the history of and perspectives toward various cultures and the implications on educational policies and practice. | 3.1.2 PS Candidates use their knowledge of cultural pluralism to evaluate current curricular and instructional practices. |
| Function 2: Candidates know how the cultural dynamics of themselves, individual learners, school, and community influence teaching and learning. | |
| Content Knowledge | Professional Skills |
| 3.2.1 CK Candidates know and can identify cultural factors and how they influence language development, cognitive processing and academic achievement. | 3.2.2 PS Candidates document the unique cultural characteristics of the learner and utilize these for planning, delivering and assessing instruction. |

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| Standard 4: Planning Instruction; 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. | |
| Function 1: The candidate remains current on research-based practices and strategies to accelerate language and academic learning. | |
| Content Knowledge | Professional Skills |
| 4.1.1 CK Candidates know how to write clear objectives that are appropriate for developmental levels and levels of language proficiency to meet core content standards. | 4.1.3 PS Candidates write clear developmentally-appropriate instructional objectives that are aligned with core content standards and ESOL standards and reflect the SLA developmental stages of their ELs. |
| 4.1.2 CK Candidates know developmentally-appropriate, meaningful activities that are relevant to their EL students and aligned with core content standards, ESOL standards and their instructional objectives. | 4.1.4 PS Candidates design developmentally-appropriate, meaningful, and relevant activities that are aligned with core content standards, ESOL standards, and their instructional objectives. The activities reflect the SLA developmental stages of their ELs and their linguistic and cultural diversity. |
| Function 2: Candidates reflect on the language proficiency of the EL and how they will meet the objective and core content standards. | |
| Content Knowledge | Professional Skills |
| 4.2.1 CK Candidates identify content knowledge and procedural skills embedded in core content standards. They accumulate research-based strategies that are appropriate for ELs' varying levels of language proficiency. | 4.2.1 PS Candidates write lessons using research-based strategies to help scaffold and differentiate instruction for varying levels of ELs and reflect on the success of this for all learners. |
| Function 3: Creation of supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom). | |
| Content Knowledge | Professional Skills |

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| 4.3.1 CK Candidates know each student, and how the structure, arrangement, human interaction and events influence the action and reactions in the classroom. | 4.3.2 PS Candidates plan and create a classroom ecology that builds on the potential of learners by setting conditions that engage and support student social and academic success. |
| Function 4: Acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards. | |
| Content Knowledge | Professional Skills |
| 4.4.1 CK Candidates know the resources available and can determine their appropriate use to facilitate student learning and mastery of grade level content and language standards. | 4.4.2 PS Candidates select appropriate resources that best support student learning and mastery of grade level content and language standards as evidenced in lesson planning. |

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| Standard 5: Implementing Instruction; 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. | |
| Function 1: Knowledge and use of a broad range of core content and ESOL research-based instructional approaches, methods, strategies and techniques to develop students' critical thinking skills. | |
| Content Knowledge | Professional Skills |
| 5.1.1 CK Candidates know research- based second language approaches and methods that frame lesson delivery. | 5.1.4 PS Candidates articulate the history of approaches and methods and their influence on current lesson planning and implementation of lessons as evidenced by decisions made during lesson delivery. |
| 5.1.2 CK Candidates know research-based instructional strategies and techniques based on approaches and methods for contextualizing lessons while situationally monitoring learning. | 5.1.5 PS Candidates plan and implement research-based strategies and techniques for differentiation of instruction to successfully meet learning objectives. Candidates will adjust lessons as needed to ensure engagement, language and academic growth is occurring. |
| 5.1.3 CK Candidates understand critical thinking processes and know how to help learners at all levels of English proficiency develop critical thinking skills to promote their independent learning. | 5.1.6 PS Candidates engage learners at all levels of English proficiency in critical thinking processes such as questioning, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work. |
| Function 2: Reflect on instruction to determine the effective implementation of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards. | |
| Content Knowledge | Professional Skills |
| 5.2.1 CK Candidates know how to conduct action research and how to reflect critically upon the differentiation and scaffolding of instruction. | 5.2.3 PS Candidates design action research and collect data for critical reflection and improvement of instruction. |
| 5.2.2 CK Candidates understand the teaching methods and the diagnostic and prescriptive activities which are appropriate for ELs with special needs. | 5.2.4 PS Candidates adapt instructional strategies and existing content materials and collaborate with teachers of students with exceptionalities to meet the needs of all ELs. |

| Function 3: Candidates are familiar with technology and other instructional resources. | |
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| Content Knowledge | Professional Skills |
| 5.3.1 CK Candidates know how language and content development can be supported by technology and other instructional resources. | 5.3.4 PS Candidates design and implement lessons incorporating technology and other instructional resources for meeting content and language standards. |
| 5.3.2 CK Candidates know how to select and evaluate appropriate technology and other instructional resources for quality, accuracy and effectiveness in the classroom. | 5.3.5 PS Candidates design and implement lessons incorporating appropriate technology and other instructional resources that are accurate and effective for all learners. |
| 5.3.3 CK Candidates know and understand how to select challenging, culturally appropriate and motivating technology and other instructional resources for active engagement in the learning process. | 5.3.6 PS Candidates design and implement lessons with challenging and culturally appropriate technology and other instructional resources for maximum learner engagement including a wide range of resources. |

| Standard 6: Language Proficiency and Content-Based Assessments: 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 growth, to guide instruction and communicate results. Candidates demonstrate understanding of assessment issues impacting ELs. | |
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| Function 1: Candidates know a variety of language proficiency instruments and can use the results to determine the level of English language proficiency and determine appropriate instructional strategies. | |
| Content Knowledge | Professional Skills |
| 6.1.1 CK Candidates know language proficiency assessments used for identification, placement, and reclassification of ELs. | 6.1.4 PS Candidates effectively administer, analyze language proficiency assessment results and communicate results with the appropriate audience. |
| 6.1.2 CK Candidates know how to evaluate language proficiency assessments and determine validity and reliability of the assessment for the population served. | 6.1.5 PS Candidates determine and communicate factors of the assessment that may impact student performance such as cultural and linguistic bias. |
| 6.1.3 CK Candidates know how to use assessment results to determine appropriate instructional strategies. | 6.1.6 PS Candidates plan appropriate instructional strategies to support language development and academic growth. |
| Function 2: Candidates can assess learners' content-area achievement independently from their language ability. | |
| Content Knowledge | Professional Skills |
| 6.2.1 CK Candidates know that classroom assessments may give inaccurate content knowledge results for ELs due to cultural and linguistic factors. | 6.2.3 PS Candidates adapt classroom tests and tasks for each stage of ELs' language proficiency. |
| 6.2.2 CK Candidates know appropriate authentic | 6.2.4 PS Candidates design and implement |

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| tools for the pre-instructional, formative and post-instructional assessment of learning. | appropriate authentic assessment tools to accurately assess grade-level content knowledge at each level of proficiency. |
| Function 3: Candidates impact the flow of events on decisions that may lead to EL students' placement in special education. | |
| Content Knowledge | Professional Skills |
| 6.3.1 CK Candidates know the current research on culture, language acquisition and effective practices and the process for supporting EL students struggling with academics and/or behavior. | 6.3.2 PS Candidates use current research on culture, language acquisition and effective practices to advocate for the needs of ELs. |

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| Standard 7: Professionalism; 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. | |
| Function 1: Candidates are familiar with the history of ESL instruction and current research, approaches, methods, strategies and techniques used in the field. | |
| Content Knowledge | Professional Skills |
| 7.1.1 CK Candidates know the impact of legal decisions (e.g. Lau v. Nichols) and state and/or national legislation on current educational practices. | 7.1.4 PS Candidates use the information gained from legal decisions to make informed recommendations for the educational needs of EL students and their families. |
| 7.1.2 CK Candidates know the guidelines set forth by the Office for Civil Rights regarding the educational rights of ELs. | 7.1.5 PS Candidates make informed recommendations based on the guidelines set forth by the Office for Civil Rights. |
| 7.1.3 CK Candidates know current research, approaches, methods, strategies and techniques used in the field. | 7.1.6 PS Candidates demonstrate appropriate planning and implementation of instruction based on current research, approaches, methods, strategies and techniques used in the field. |
| Function 2 : Candidates are involved in professional growth opportunities and apply knowledge gained to impact teaching and learning | |
| Content Knowledge | Professional Skills |
| 7.2.1 CK Candidates know the professional resources and opportunities available in the field of ESOL. | 7.2.3 PS Candidates actively participate in professional development opportunities, reflect and document the impact on future teaching and learning. |
| 7.2.2 CK Candidates know the process of action research to assess their own effectiveness as a teacher and improve student learning. | 7.2.4 PS Candidates design action research in their own classrooms and conduct pre- and post-assessment to collect data for critical reflection and improvement of instruction and assessment of ELs. |
| Function 3 : Candidates advocate for ELs and their families. | |
| Content Knowledge | Professional Skills |
| 7.3.1 CK Candidates know how to build partnerships between stakeholders (i.e. students' families, schools, and communities). | 7.3.3 PS Candidates work collaboratively with stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement. |
| 7.3.2 CK Candidates are knowledgeable about | 7.3.4 PS Candidates work with stakeholders to |

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| community resources available to EL students, families, and school personnel to enhance the well-being of the student and family. | establish a network of community resources to enhance the well-being of the student and family. |
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