

Performance Standards for Teachers of English for Speakers of Other Languages

The ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP/ELL and non-LEP/ELL students.
4. Use knowledge of the cultural characteristics of Florida's LEP/ELL population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP/ELL students.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.

13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.
21. Use formal and alternative methods of assessment/evaluation of LEP/ELL students, including measurement of language, literacy and academic content metacognition.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.