

**505-3-.18 ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) EDUCATION PROGRAM**

**(1) Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach English to Speakers of Other Languages (ESOL) in grades P-12 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

**(2) Requirements.**

(a) To receive approval for an initial certification program in ESOL, a state-approved professional education unit shall offer a degree program at either the bachelor's or master's level and described in program planning forms, catalogs, and syllabi that addresses the following standards published by the Teachers of English to Speakers of Other Languages, Inc.:

1. The program shall prepare candidates who know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

2. The program shall prepare candidates who demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

3. The program shall prepare candidates who understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

4. The program shall prepare candidates who know, understand and use the major concepts, principles, theories and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development and content area achievement.

5. The program shall prepare candidates who know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

6. The program shall prepare candidates who know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

7. The program shall prepare candidates who 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.

8. The program shall prepare candidates who know, understand and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students. Candidates serve as effective English-language models as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

9. The program shall prepare candidates who know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

10. The program shall prepare candidates who understand issues of assessment and use standards-based assessment measures with ESOL students.

11. The program shall prepare candidates who understand various issues of assessment (e.g. cultural and linguistic bias, political, social and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

12. The program shall prepare candidates who know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

13. The program shall prepare candidates who know and use a variety of performance-based assessment tools and techniques to inform instruction.

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

15. The program shall prepare candidates who demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

16. The program shall prepare candidates who serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

17. The program shall prepare candidates who collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.

(b) The program shall meet all requirements specified in Rule 505-3-.01 (4.f.), Special Georgia Requirements.

Authority O.C.G.A. § 20-2-200