

505-3-.47 ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) EDUCATION PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Educator Preparation Rule 505-3-.47, ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) EDUCATION PROGRAM, dated April 15, 2020, be AMENDED to simplify ambiguous terms, and to incorporate the applicable requirements specified in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. Also included are non-substantive formatting changes for enhanced readability.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(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 **GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS** and in **GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.**

(2) Requirements.

(a) To receive approval for an initial certification program in ESOL, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published in 2018 by the specialized professional association, Teachers of English to Speakers of Other Languages, Inc.

1. **Knowledge about Language.** Candidates demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas as indicated by the following:
 - (i) Candidates demonstrate knowledge of English language structures (i.e., phonetics, phonology, morphology, syntax, semantics, and pragmatics) in different discourse contexts to promote the development of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELs;
 - (ii) Candidates demonstrate knowledge of second language acquisition theory and research pertaining to pedagogy and developmental processes of language acquisition to set achievable expectations for, facilitate, and monitor ELs' language learning; and
 - (iii) Candidates demonstrate knowledge of English academic language functions (e.g., compare, describe, explain), content-specific language and discourse structures, and vocabulary to promote ELs' academic achievement across content areas.
2. **Language and Culture.** 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 ELs as supported by research and theories. Candidates investigate the academic, cultural and personal characteristics of each EL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELs. Candidates recognize how educator

identity, role, culture, race, gender, class and ~~biases~~ **preconceptions** impact the interpretation of ELs' strengths and needs as indicated by:

- (i) Candidates demonstrate pedagogical language knowledge and critical language awareness that can help understand and challenge the normative discourses and the ways in which dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELs;
 - (ii) Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity **differences** and equity **fairness** that promote critical literacy and critical pedagogies, to support academic achievement and English language acquisition;
 - (iii) Candidates devise and implement methods and strategies to understand each ELs' academic characteristics, including background knowledge, educational history, English Language Proficiency (ELP) and current performance data, to develop effective, individualized instructional and assessment practices;
 - (iv) Candidates devise and implement methods to learn about personal characteristics of the individual ELs (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices; and
 - (v) Candidates use their own and ELs' multiple identities (e.g., professional, cultural, linguistic, multilingual, transnational etc.) as pedagogical resources to empower ELs, by describing their own ~~personal biases~~ **preconceptions**, critical consciousness, and conscious knowledge of U.S. culture on their interpretation of the educational strengths and needs of ELs.
3. **Planning and Implementing Instruction.** Candidates plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELs' 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 ELs as indicated by the following:
- (i) Candidates plan for culturally and linguistically relevant, supportive environments that promote ELs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELs' in the content areas;
 - (ii) Candidates instruct ELs using evidence-based, student-centered, developmentally appropriate interactive approaches;
 - (iii) Candidates adjust instructional decisions after critical reflection on individual ELs' learning outcomes in both language and content;
 - (iv) Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELs' learning of language and literacies in the content areas;
 - (v) Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELs, support communication with other educators, school personnel, and ELs and to foster student learning of language and literacies

in the content areas; and

- (vi) Candidates utilize WIDA Consortium English Language Development (ELD) standards and ELD assessment results aligned with the state-adopted content standards to effectively plan, develop, implement and communicate data-driven instruction for ELs.
4. Assessment and Evaluation. Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELs, 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, ELs, and ELs' families as indicated by the following:
- (i) Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced, criterion-referenced, and authentic ongoing assessments. Candidates recognize ~~biases~~ **preconceptions** in language testing and make informed instructional decisions that support language learning and assessment;
 - (ii) Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment.
 - (iii) Candidates continuously determine language and content learning goals based on assessment data;
 - (iv) Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELs for standardized and other assessments; and
 - (v) Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification and communicate these results to other educators, EL's families, and other stakeholders.
5. Professionalism and Leadership. Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELs, advocating for ELs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching as indicated by the following:
- (i) Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for EL instruction, support educators and school staff, and advocate for ELs;
 - (ii) Candidates apply knowledge of school, district, and state policies as well as state and federal legislation that impact ELs educational rights in order to advocate for ELs;
 - (iii) 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; and

- (iv) Candidates engage in supervised teaching of ELs to apply and develop their professional practice using self-reflection and feedback from their cooperating teacher(s) and supervising faculty.

(b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

Authority O.C.G.A. § 20-2-200