Suggested Crosswalk of
25 ESOL Performance Standards
and
11 ESOL Content Standards (Section 47)

1. Conduct ESOL programs within the parameters, goals & stipulations of the Florida Consent Decree.

**ESOL Competency 11: Knowledge of federal & state policies & mandates**
- 1. Identify regulations of the most recent reauthorization of the *Elementary & Secondary Education Act* as they apply to ELLs.
- 2. Identify major U.S. Supreme Court decisions that have affected the education of ELLs.
- 3. Identify major court decisions, legislation, & legal agreements that have affected the education of ELLs.

2. Recognize the major differences & similarities between the different cultural groups in the United States.

3. Identify, expose, & reexamine cultural stereotypes relating to LEP/ELLs & non-LEP students/non ELLs.

4. Use knowledge of the cultural characteristics of Florida’s LEP/ELL population to enhance instruction.

5. Determine & use appropriate instructional methods and strategies for individuals & groups, using knowledge of 1st & 2nd language acquisition processes.

**ESOL Competency 6: Knowledge of instructional methods & strategies**
- 1. Identify instructional strategies that promote second language acquisition.
- 2. Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition.
- 3. Identify features of the natural approach and activities for various proficiency levels.
- 4. Identify appropriate total physical response (TPR) activities for various proficiency levels.
- 5. Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels.
- 6. Identify appropriate language experience approach activities for various proficiency levels.
- 7. Identify appropriate ESOL strategies and modifications for content-based instruction for various proficiency levels.
- 8. Identify major researchers and their contributions to the field of second language teaching and learning.
- 10. Identify appropriate methods and strategies to teach language arts to ELLs.
- 11. Identify appropriate methods and strategies to teach basic language skills.
- 12. Identify appropriate instructional interventions to address fossilization.
13. Identify methods and strategies of differentiating instruction for ELLs in general education classes.
14. Identify methods of incorporating students' first languages and cultures into the existing curriculum.

6. **Apply current & effective ESOL teaching methodologies in planning & delivering instruction to LEP students/ELLs.**

7. **Locate & acquire relevant resources in ESOL methodologies.**
   **ESOL Competency 4: Knowledge of curriculum, curriculum materials, & resources**
   1. Identify appropriate curricular adaptations according to level of language proficiency.
   2. Determine appropriate instruction of content curricula for varying levels of language proficiency.
   3. Identify methods of scaffolding text and context for ELLs.
   4. Identify supplemental resources that address cultural, ethnic, and linguistic differences.
   5. Identify major professional organizations, publications, and resources that support ELLs' learning.
   6. Identify supplemental resources that increase comprehension of text and context for ELLs.

8. **Select & develop appropriate ESOL content according to student levels of proficiency & listening, speaking, reading, & writing, taking into account: (1) basic interpersonal communication skills (BICS), & (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.**
   **ESOL Competency: 2 Knowledge of first & second language acquisition theories & classroom application**
   1. Identify the principles of first language acquisition theories.
   2. Identify the principles of second language acquisition theories.
   3. Identify first and second language acquisition processes.
   4. Identify language characteristics of basic interpersonal communication skills & cognitive academic language proficiency.
   5. Identify the impact of second language acquisition research on classroom instruction.
   6. Identify characteristics of interlanguage.
   7. Identify factors influencing, & characteristics of, bilingualism.
   8. Identify the influence of cognitive factors on second language acquisition.
   9. Identify the influence of affective factors on second language acquisition.
  10. Identify the influence of social factors on second language acquisition.
  11. Analyze the effects of second language acquisition on acculturation.
  12. Identify sources of second language learner errors (e.g., language transfer, generalization, other communication strategies).

*Suggested Crosswalk by J. Govoni 2006*
9. **Develop experiential & interactive literacy activities for LEP students, using current information on linguistics & cognitive processes.**

   **ESOL Competency 8: Knowledge of literacy development & classroom application**
   1. Identify characteristics of reading stages for ELLs.
   2. Identify characteristics of writing stages for ELLs.
   3. Identify characteristics of emergent literacy.
   4. Identify strategies to promote emergent literacy.
   5. Identify methods of incorporating the student's first language into second language literacy development.
   6. Identify characteristics of critical literacy.
   7. Identify strategies to promote critical literacy.
   8. Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
   9. Identify appropriate methods for developing literacy for ELLs with limited literacy in their first language.

10. **Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, & discourse.**

   **ESOL Competency 1: Knowledge of language principles**
   1. Identify basic concepts of phonology as they apply to language development and performance.
   2. Identify the use and application of phonographemic differences.
   3. Apply morphemic analysis to a given word.
   4. Apply principles of English morphology as they relate to language acquisition.
   5. Apply principles of English semantics as they relate to language acquisition.
   6. Apply principles of English pragmatics as they relate to language acquisition.
   7. Apply principles of English syntax as they relate to language acquisition.
   8. Apply principles of English discourse as they relate to language acquisition.
   9. Analyze the grammatical structure of an English sentence.
   10. Identify concepts and influences associated with social & regional varieties of American English.
   12. Identify sociolinguistic principles that have influenced the development of the English language.
   13. Identify historical processes that have influenced the development of the English language.

11. **Apply essential strategies for developing & integrating the four language skills of listening comprehension, oral communication, reading, & writing.**

12. **Apply content-based ESOL approaches to instruction.**
13. Evaluate, design, & employ instructional methods & techniques appropriate to learners’ socialization & communication needs, based on knowledge of language as a social phenomenon.

**ESOL Competency 3: Knowledge of sociolinguistic, cultural, ethnic, & sociopolitical issues**

1. Identify factors of sociolinguistic diversity that affect English language learners' (ELLs') learning outcomes.
2. Identify government policies that affect ELLs' participation & achievement in U.S. schools.
3. Identify political trends that have affected the education of ELLs.
4. Identify social trends that have affected the education of ELLs.
5. Analyze elements of culture & its impact on instruction and student learning.
6. Identify characteristics of different stages of cultural adjustment.
7. Identify levels of cultural adaptation (e.g., assimilation, acculturation, accommodation).
8. Identify ways student participation, learning, & adjustment can be affected by cultural differences (e.g., religious, economic, social, family).
9. Identify methods of increasing multicultural sensitivity.

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

15. Evaluate, select, & employ appropriate instructional materials, media, & technology for ESOL at the elementary, middle, & high school levels.

**ESOL Competency 7: Knowledge of instructional technology**

1. Identify appropriate instructional technology (e.g., CDs, DVDs, video, audio cassettes) and its use in ESOL lessons.
2. Identify the classroom implications of computer-assisted language learning (CALL) and computer-mediated communication (CMC) in instructing ELLs.
3. Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition.
4. Identify major research findings since 1995 on the use of CALL and CMC with ELLs.
5. Identify criteria for evaluating commercially available ESOL software.
6. Identify criteria for evaluating Internet resources for ESOL.

16. Design and implement effective unit plans & daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

17. Evaluate, adapt, & employ appropriate instructional materials, media, & technology for ESOL in the content areas at the elementary, middle, & high school levels.

18. Create a positive classroom environment to accommodate the various learning styles & cultural backgrounds of students.

19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments & techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.

21. Use formal & alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy & academic content metacognition.

**ESOL Competency 9: Knowledge of assessment**
1. Identify factors that affect the assessment of ELLs.
2. Identify appropriate alternative assessments that measure ELLs' performance.
3. Identify examples of cultural and linguistic bias in tests.
4. Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency.
5. Identify statewide assessment policies and accommodations in ESOL.
6. Interpret ELL assessment data (e.g., proficiency, achievement).

22. Develop & implement strategies for using school, neighborhood, & home resources in the ESOL curriculum.

23. Identify major attitudes of local target groups toward school, teachers, discipline, & education in general that may lead to misinterpretation by school personnel; reduced cross-cultural barriers between students, parents, & the school setting.

24. Develop, implement, & evaluate instructional programs in ESOL, based on current trends in research and practice.

**ESOL Competency 5: Knowledge of instructional delivery models**
1. Identify the major models of bilingual education.
2. Identify the major models of ESOL programs.
3. Identify the criteria considered in selecting and developing a program model.
4. Identify major research findings (e.g., L1 maintenance, L2 acquisition, weak and strong forms) of bilingual and ESOL programs.

25. Recognize indicators of learning disabilities, especially hearing & language impairment & limited English proficiency.

**ESOL Competency 10: Knowledge of ELL exceptionality issues**
1. Identify the similarities and differences between second language development and learning disabilities.
2. Identify the similarities and differences between second language development and language disorders.
3. Identify strategies for early identification of possible exceptionalities prior to any formal referral process.
4. Identify the policies and procedures in referral processes for ELLs with possible exceptionalities.
5. Identify appropriate assessment procedures for ELLs with exceptionalities.
6. Identify appropriate instructional strategies for ELLs with exceptionalities.
