

English as a New Language (ENL)

[27.420]

NOTE: As used in this Section “ENL teacher” refers to bilingual education teachers and teachers of English as a second language.

STANDARD 1 – Content Knowledge

The competent ENL teacher has a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and creates learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity.

Knowledge Indicators - *The competent ENL teacher:*

- 1A. understands the main concepts, assumptions, debates, principles, and theories central to the teaching of students for whom English is a new language.
- 1B. understands how students' conceptual frameworks and previous experiences relate to a domain of knowledge and can influence their learning.
- 1C. understands the relationship between content-area domains and instruction for ENL learners.
- 1D. understands the process involved in second language acquisition and in learning content through a second language (ESL and bilingual teachers) and in learning content through a non-English language (bilingual teacher).
- 1E. understands the relationship between proficiency in English and the non-English Language to life and career applications.
- 1F. understands the structure of the English language (ESL and bilingual teachers) and the structure of the non-English language (bilingual teachers).

Performance Indicators - *The competent ENL teacher:*

- 1G. evaluates teaching resources and curriculum materials for their comprehensibility, inclusivity, accuracy, and appropriateness for students for whom English is a new language.
- 1H. uses differing viewpoints, theories, "ways of knowing," methods of inquiry, complexities of language, and choices of language (bilingual teacher) in teaching subject matter concepts.
- 1I. engages students in generating and testing knowledge using a variety of methods that are appropriate for students for whom English is a new language.
- 1J. designs learning experiences to promote student skills in the use of appropriate technologies in all areas of study.
- 1K. anticipates and adjusts instruction to facilitate optimal learning for all students, deliberately attempting to challenge all students and holding them to high expectations.
- 1L. uses a variety of instructional strategies, including language scaffolding and various modalities of learning to help students develop in-depth conceptual understanding and applications of subject matter.
- 1M. facilitates learning experiences that make connections to English, students' proficiency in two or more languages, other content areas, and to life and career experiences.
- 1N. considers the students' native language, prior knowledge, and educational background in the design, planning, and delivery of instruction for ENL learners.
- 1O. facilitates students' transfer of knowledge and strategies from one language to another.

STANDARD 2 – Human Development

The competent ENL teacher understands how individuals grow, develop and learn and provides effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students.

Knowledge Indicators - *The competent ENL teacher:*

- 2A. understands that the students construct knowledge, acquire skills, and develop habits of mind through the use of their native language and through a second language.
- 2B. understands factors such as the students' cultures, socioeconomic status, previous experiences, and emotional and cognitive development can influence learning.
- 2C. understands that human development, the neural system, and the range of individual variation within each domain are mediated by language and culture.
- 2D. understands how the acculturation process affects students' development.
- 2E. understands that educational systems vary and that differences in approaches to learning and performance interact with development.
- 2F. understands how to include student development factors and the students' social, cultural and educational backgrounds in order to make appropriate instructional decisions and promote a multicultural school climate.

Performance Indicators - *The competent ENL teacher:*

- 2G. analyzes individual and group performance in order to design instruction that meets learners' current needs.
- 2H. provides opportunities for students to reflect and build upon their prior knowledge to gain in-depth academic knowledge, concepts, skills, cultural competence and language proficiency in English and the non-English language.
- 2I. introduces concepts and principles at different levels of competency, taking into consideration language and culture so that the concepts and principles are meaningful to students at their varying levels of development and need.
- 2J. incorporates students' home language and culture in the design, planning and implementation of a multicultural school climate.

STANDARD 3 – Diversity

The competent ENL teacher understands how students differ in their approaches to learning based on their cultural background and individual experiences and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators - *The competent ENL teacher:*

- 3A. understands various disabilities as they may affect the learning of students from culturally diverse backgrounds.
- 3B. understands how individual experiences, talents, prior knowledge, language, culture, and family and community values influence student learning.
- 3C. understands differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3D. understands cultural dynamics and community diversity through a well-grounded framework.
- 3E. understands the process of acculturation and the instructional strategies that can be used to facilitate the learning of culture for all students.

Performance Indicators - *The competent ENL teacher:*

- 3F. creates a learning community in which individual and cultural differences are respected and celebrated.
- 3G. uses multiple cultural perspectives and individual student experiences to inform and enrich instruction.
- 3H. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students based on their individual learning differences or needs.
- 3I. seeks and uses information about students' families, culture and communities as a basis for connecting instruction to students' experiences.
- 3J. identifies when and how to access appropriate services or resources to assist students with exceptional learning needs.
- 3K. uses strategies to mediate cross-cultural conflicts and teach collaborative skills to students.
- 3L. evaluates and uses appropriate materials that feature multiple perspectives and authentic information and that are free of bias.
- 3M. implements instructional experiences that facilitate students' adaptation to U.S. society while validating and maintaining the students' own cultures.

STANDARD 4 - Planning and Instruction

The competent ENL teacher understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals.

Knowledge Indicators - *The competent ENL teacher:*

- 4A. understands the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D), curriculum development, subject-area content, learning theory, language acquisition, and student development and knows how to incorporate this knowledge in planning and instruction.
- 4B. understands how to develop short- and long-range plans consistent with curriculum goals, learners' diversity (including linguistic and cultural aspects), and learning theory.
- 4C. understands how to take into account the students' language proficiency, interests, and career needs in planning instruction.
- 4D. understands when and how to adjust plans based on students' responses and other contingencies, such as prior content-area knowledge and English-proficiency level.
- 4E. understands how to integrate technology into classroom instruction and student assessment.
- 4F. understands how to review and evaluate instructional materials.
- 4G. understands that a student's native language is a valuable tool for advancing learning.
- 4H. understands how to use the student's native language to advance learning (bilingual teacher).

Performance Indicators - *The competent ENL teacher:*

- 4I. establishes high expectations for student learning in content areas, in English (ESL and bilingual teacher) and in the non-English language (bilingual teacher).
- 4J. applies principles of scope and sequence when planning curriculum and instruction.
- 4K. creates short- and long-term plans to achieve expectations for student learning.
- 4L. creates multiple learning activities that allow for variation in students' learning styles, performance modes, and levels of English language proficiency.
- 4M. incorporates students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4N. creates approaches to learning that are interdisciplinary and address various modalities of learning.
- 4O. develops plans based on students' responses and provides for different pathways based on student needs.

- 4P. uses teaching resources and materials that are inclusive and non-biased and that have been evaluated for accuracy and usefulness.
- 4Q. accesses and uses a wide range of information, instructional technologies, and approaches in assessment and instruction.
- 4R. creates the opportunity for meaningful communication that allows students to interact with subject matter while building proficiency in English (ESL and bilingual teachers) and the non-English language (bilingual teachers).
- 4S. uses content as a means for language learning and language development.
- 4T. creates real-world experiences for students.
- 4U. provides meaningful classroom experiences that are developmentally appropriate for ENL students who have exceptional needs.

STANDARD 5 – Learning Environment

The competent ENL teacher understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning.

Knowledge Indicators - *The competent ENL teacher:*

- 5A. understands principles of and strategies for effective classroom management by minimizing inter- and intra-group friction and fostering understanding and respect among all cultural groups.
- 5B. understands how individuals influence groups and how groups function in a multicultural environment.
- 5C. understands how to help students work cooperatively and productively in groups so that all students feel empowered.
- 5D. understands cultural and linguistic factors that influence motivation and engagement in the learning process to help students become self-motivated.

Performance Indicators - *The competent ENL teacher:*

- 5E. creates an atmosphere where students from linguistically and culturally diverse backgrounds feel welcomed, valued, respected, confident, and challenged.
- 5F. uses strategies to create a smoothly functioning learning community in which culturally and linguistically diverse students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5G. analyzes the classroom environment to enhance social relationships, students' motivation, mutual respect, cooperation, and support for students from linguistically and culturally diverse backgrounds.
- 5H. organizes, allocates, and manages time, materials, and physical space in order to engage all students in productive tasks.

STANDARD 6 – Instructional Delivery

The competent ENL teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages.

Knowledge Indicators - *The competent ENL teacher:*

- 6A. understands the cognitive processes associated with various kinds of learning and how these processes can be encouraged in students for whom English is a new language.

- 6B. understands principles, advantages, and limitations of various instructional strategies as applied to all content areas and learning styles.
- 6C. understands how to facilitate learning through the use of a wide variety of materials as well as human and technological resources for ENL students.
- 6D. understands the disciplinary and interdisciplinary approaches to learning as applied to individual instruction and how they relate to life and career experiences for ENL students.

Performance Indicators - *The competent ENL teacher:*

- 6E. evaluates how to achieve learning goals and make instructional modifications to meet students' needs.
- 6F. uses appropriate teaching and learning strategies in English (ESL and bilingual teacher) and the students' native language (bilingual teacher) to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.
- 6G. monitors and adjusts strategies in response to learners' feedback.
- 6H. varies his/her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- 6I. diversifies instruction to meet the needs of a culturally and linguistically diverse student body.
- 6J. uses a wide range of appropriate technologies to enhance students' learning and to build student competencies and confidence in the use of such devices.
- 6K. develops curriculum that demonstrates an interconnection among subject areas, English proficiency, and students' bilingualism that reflects life and career possibilities.

STANDARD 7 – Communications

The competent ENL teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Knowledge Indicators - *The competent ENL teacher:*

- 7A. understands communication theory, language development and the role of language learning as it pertains to first and second language acquisition.
- 7B. understands how cultural and gender differences can affect communication in the classroom.
- 7C. understands the social, intellectual, and political implications of language use.
- 7D. understands the importance of audience and purpose when selecting ways to communicate appropriately in both academic and social settings.
- 7E. understands that literacy is a developmental process and a necessary aspect of first and second language learning.
- 7F. understands approaches, methodologies, and strategies that promote first and second language acquisition.
- 7G. understands that language acquisition is a constructive process and that language learning is an interactive process.

Performance Indicators - *The competent ENL teacher:*

- 7H. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students in the language of instruction.
- 7I. develops and effectively uses appropriate levels of instruction.
- 7J. uses effective questioning techniques and stimulates discussion using the language of instruction for specific instructional purposes.
- 7K. creates and modifies the learning environment to enable linguistically diverse students to use effective written, verbal, nonverbal, and visual communication in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).

- 7L. models culturally sensitive behavior when practicing effective listening, conflict resolution, and group-facilitation skills.
- 7M. uses a variety of communicative tools to make language comprehensible and to lower anxiety when eliciting student expression.
- 7N. provides learning experiences that use conventional and technological means of communication.

STANDARD 8 – Assessment

The competent ENL teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicators - *The competent ENL teacher:*

- 8A. understands how to assess how well students are meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D).
- 8B. understands the purposes, characteristics, and limitations of different kinds of assessments for students for whom English is a new language.
- 8C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. understands how to use assessment results to reflect on and modify teaching.
- 8E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).

Performance Indicators - *The competent ENL teacher:*

- 8F. appropriately uses assessment results to diagnose learning difficulties and design teaching strategies to meet the learning needs of students for whom English is a new language.
- 8G. uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8H. involves students in self-assessment activities to help them become aware of their strengths and needs and encourage them to establish goals for learning.
- 8I. maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
- 8J. uses appropriate technologies to monitor and assess students' progress.
- 8K. involves students in appropriate instructional activities that allow for the assessment and development of social skills.

STANDARD 9 – Collaborative Relationships

The competent ENL teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

Knowledge Indicators - *The competent ENL teacher:*

- 9A. understands the community the school serves to better communicate with parents.
- 9B. understands the benefits, barriers, and techniques involved in establishing and fostering relationships with parents/families.

- 9C. understands school- and work-based learning environments and the need for collaboration with community businesses and agencies to promote cooperation among educational partners.
- 9D. understands collaborative skills that are necessary to interact on behalf of students.

Performance Indicators - *The competent ENL teacher:*

- 9E. fosters collaboration with others who affect the ways the system meets students' needs.
- 9F. creates forums and two-way communication vehicles to foster home and school links that build effective learning climates for ENL students and their families.
- 9G. seeks opportunities and develops relationships with parents, guardians, and extended family to acquire an understanding of the students' lives and culture.
- 9H. joins collaborative groups that form partnerships with local businesses and agencies to seek equitable learning opportunities for students.
- 9I. uses a variety of means to communicate educational goals, standards, and implications of instructional activities and student assessment results to parents, students, colleagues, collaborative partners, and the educational community at large.
- 9J. works with colleagues in an interdisciplinary manner to develop an integrative, pluralistic learning environment that values the background of all students.

STANDARD 10 – Reflection and Professional Growth

The competent ENL teacher is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

Knowledge Indicators - *The competent ENL teacher:*

- 10A. understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. understands how his/her own philosophy, culture, and experiences impact the instruction of culturally and linguistically diverse learners.
- 10C. understands a variety of self-assessment strategies.
- 10D. understands the research in the field of ESL and bilingual education on language learning and on the cognitive/academic development of ENL learners.
- 10E. understands where to find resources for professional development in the field.
- 10F. understands the need to continually analyze, evaluate and use research-based best practices.

Performance Indicators - *The competent ENL teacher:*

- 10G. uses classroom observation, on-going assessment, pedagogical knowledge, and research as sources for reflection, evaluation and revision practice.
- 10H. examines and evaluates his/her own strengths and weaknesses and employs that knowledge in planning for instruction.
- 10I. analyzes varied perspectives and keeps abreast of significant developments and debates in the field of teaching ENL learners.
- 10J. interacts with other professionals, explores new resources, studies the professional literature, participates in advanced educational programs, and contributes to the advancement of the profession of teaching ENL learners.

STANDARD 11 – Professional Conduct and Leadership

The competent ENL teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

Knowledge Indicators - *The competent ENL teacher:*

- 11A. understands the unique characteristics of the bilingual/ESL education profession and the ethical considerations that apply to educators.
- 11B. understands the goals of diverse programs and services, how they are organized, and how they operate within the local school context for ENL students.
- 11C. understands school and district policies and procedures for serving ENL students.
- 11D. understands the Illinois mandate for assessing and providing services to ENL learners.
- 11E. understands the importance of active participation and leadership in professional education organizations.

Performance Indicators - *The competent ENL teacher:*

- 11F. provides leadership to administrators and instructional staff on ways to meet the needs of ENL learners for academic success, and comfort in their new educational and social setting.
- 11G. espouses the value of multilingualism and serves as an advocate for the appropriate use of the non-English language in the school setting.
- 11H. seeks to ensure that proper identification, assessment, placement, referral, and reclassification procedures are followed and that ENL students receive appropriate and equitable services and meaningful instruction.
- 11I. advocates for equal access to extracurricular and enrichment activities for ENL learners and participates in and leads student organizations.
- 11J. engages families of ENL learners in ways that enable and empower them to advocate on their own behalf.
- 11K. reviews existing structures and policies, challenges ideas, requirements, and curricular assumptions that may inhibit effectiveness, equity, school quality, and learning; and initiates and develops curricular and staff development projects and programs that enhance learning for ENL students.
- 11L. contributes knowledge and expertise about teaching ENL learners to the profession and actively influences norms in the school, encouraging collaboration and professionalism within a multicultural context.
- 11M. meets with local education agencies, professional organizations, and/or community organizations to advocate for ENL learners.
- 11N. follows codes of professional conduct, school policy, and procedures, respecting the boundaries of professional responsibilities when working with students, families, colleagues, and community organizations.