

The Framework for English as a Second Language Program Specialist K-12 Guidelines

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Introduction to ESL Program Specialist K-12 Guidelines

The ESL Program Specialist K-12 Program Guidelines are developed pursuant to Title 22 of the State Board of Education's regulations, 22 Pa. Code § 49.62a, and follow the General Standards required for all certificates for State Approval of Professional Educator Programs. Section 49.62a states:

§ 49.62a. Program Specialist Certificate.

(a) The Department may issue a Program Specialist Certificate upon verification that the applicant meets the requirements established for that certificate.

(b) Program Specialist Certificates may be issued for a selected area of service when a certificate does not exist for that area. The certificates may be issued only to a person who holds a valid Pennsylvania certificate or its equivalent from another state. Annually, the department will report to the board the number and nature of these certificates issued during the year.

(c) Program Specialist Certificates are valid only for the position described in the approved position description and will be annotated on the teaching certificate of the individual. They will be valid throughout this Commonwealth.

The purpose of these guidelines is to provide a clear focus on the required competencies and skills that ESL Program Specialists must have in order to teach the discipline of English as a Second Language with the provision that students will attain English language proficiency in listening, speaking, reading and writing, as well as to achieve State Common Core academic standards that all children are required to achieve.

The department's vision provides for the maintenance and support of a thorough and efficient system of education, which includes the provision of culturally responsive and equitable educational programs for English language learners (ELLs), and assurance of their participation in all aspects of the educational system.

The department views ESL students and their parents as cultural and linguistic assets to the Commonwealth's global initiatives. The department is committed to using its Standards Aligned System to ensure that English language learners receive core curriculum instruction and achieve high levels of academic success.

The department's goal is to ensure that its programs address the needs and rights of English language learners in its initiatives throughout the process of planning and implementation.

Federal and state mandates, as well as current English language learners (ELLs) enrollment trends in the Commonwealth of Pennsylvania, require that the instructional demands of the ELL population are carefully examined, including whether authorized institutions of higher education and intermediate units providing ESL Program Specialist programs are developing the most essential competencies to address the linguistic, sociocultural and academic needs of this growing population.

Current data from the US Department of Education (July 2010) shows that enrollment of ELLs has increased 114.5 percent in Pennsylvania within the last ten years, while enrollment of all other students has decreased 1.4 percent. Presently, there are approximately 48,000 English language learners enrolled in 462 of 630 LEAs within the Commonwealth of Pennsylvania. These students represent 200 different languages. Spanish speakers represent 75 percent of the ELL population, followed by Chinese, Vietnamese, Russian, Arabic and Korean.

Educational programs for ELLs must comply with federal and state mandates, including Title III of the No Child Left Behind Act, 20 U.S.C. § 7012 of 2001 (Language Instruction for Limited English Proficient and Immigrant Students) and state regulation, 22 Pa. Code §4.26, providing that every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under §4.12 (relating to academic standards). Programs include bilingual-bicultural or English as a second language (ESL) instruction.

As the number of English language learners in the state of Pennsylvania increases, so must the level of expertise of all educators who work with them. Well informed, prepared and highly competent ESL Program Specialists are required to bridge the complex cultural, linguistic, instructional and social barriers faced by ELLs, and their parents in schools and the community.

In Pennsylvania, the teacher of English as a Second Language (ESL) has received intense and specialized education in second language development and its implications for instruction and assessment of linguistically and culturally diverse English language learners.

An ESL Program Specialist is able to demonstrate through practice the following skills and attributes:

- In the area of language, the ESL Program Specialist demonstrates a deep understanding of the English language's structures, functions, forms, and the patterns and conventions of written and spoken language.
- In ESL instruction, the ESL Program Specialist demonstrates proficiency in the implementation of research-based methodologies to teach English as a second language, as well as the design of effective differentiated instruction which applies Pennsylvania's English Language Proficiency Standards (ELPS).
- In collaboration with content teachers, the ESL Program Specialist implements educational programs that exhibit the characteristics of *Quality Teaching for English Learners*: sustain **academic rigor**, hold **high expectations**, engage in **quality interactions**, sustain a **language focus** and develop **quality curricula**. (Walqui, 2009)
- In assessment implementation, the ESL Program Specialist demonstrates competence in the implementation of state-mandated English language proficiency assessments (*ACCESS for ELLs* and *W-APT*), as well as knowledge in the use of data to inform instruction.
- In literacy development, the ESL Program Specialist applies effective instructional practices needed to provide a rich, comprehensible language environment with supported opportunities for the development of literacy in English.

- In the area of program implementation, the ESL Program Specialist demonstrates knowledge of the legal underpinnings of Chapter 4, 22 Pa. Code §4.26 and the Pennsylvania Department of Education Basic Education Circular (Revised 4-14-2009) *Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELLs)*, and applies this knowledge to plan, implement, and advocate for effective ESL programs.
- In the development of an effective, culturally responsive learning environment, the ESL Program Specialist collaborates with other educators addressing the affective, linguistic, and cognitive needs of English language learners at varying levels of English proficiency.
- The ESL Program Specialist is competent in the use of resources that facilitate effective communication with parents from diverse cultural and linguistic backgrounds.

This document describes the professional knowledge, skills, and competencies that candidates will learn by completing a prescribed sequence of courses (including field placements). In addition to specific requirements and competencies, these guidelines discuss the ESL Program Specialist K-12 program design and any prerequisite certificates needed by the candidate.

Prerequisite for admission to an ESL Program Specialist K-12 Program:

Proficiency in all aspects of English (Reading, Writing, Speaking, and Listening).

- graduates of PA colleges demonstrate proficiency in English by passing the required tests of Basic Skills, as well as the two English courses required for admission to a PA-approved teacher preparation program.
- foreign candidates demonstrate proficiency in English via the American Council for the Teaching of Foreign Languages (ACTFL) test called the “English Language, Oral Proficiency Interview (OPI)”. The score required for successful completion is Advanced Mid. All applicants needing to register for this test should go to [ACTFL website](#).

Program Design

The professional core courses, competencies and experiences for the ESL Program Specialist K-12 program are designed to address the specific set of issues, knowledge, and competencies that are relevant to teaching and learning the English language. The program must prepare educators who will be able to support students’ mastery of academic standards and the content assessment anchors.

All courses are expected to be grounded in theories of cognitive, emotional, and social development and to enable candidates to gain the knowledge and experience needed to work successfully with family members and the broader community. The program consists of required competencies including the field experiences competencies.

The number of credits may not exceed 18. PDE recommends a program of between 16-18 credits, which includes the required field experiences. The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design,

and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

Program Delivery

The Pennsylvania Department of Education believes that teacher certification programs should be comprehensive and delivered through a combination of classroom, school, and other settings. While some online courses may be a component of the program, programs are expected to include face-to-face components. Field experiences, for example, must be face-to-face. 100 percent online programs will not be approved.

Field Experiences

All educator preparation programs include some field experiences. Field experiences are defined as a range of formal, required school and community activities participated in by candidates who are enrolled in educator preparation programs. These activities generally include supervision and mentorship of a teacher with expertise in the ESL program specialist area. Institutions must explain:

1. How they implement field experiences.
2. The duration of candidate field experiences.
3. How these experiences are closely integrated with coursework, assessment practices, and program goals.

Effective field experiences provide candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors throughout the preparation program. At least one experience must be in a public school setting. The ESL Program Specialist program must include field experiences, embedded in courses across the program to maximize the opportunity for candidates to be assessed in the performance of competencies tied to a particular course.

Professional Behaviors to be demonstrated throughout the Field Experiences

- Understand and adhere to Codes of Conduct
- Appreciate the need for, and maintain, student, family, and staff confidentiality
- Acquire and maintain appropriate clearances
- Understand and adhere to policies and procedures of the specific institution
- Advocate for high quality, child-centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status

Rationale for ESL Program Specialist K-12 Competencies

The ESL Program Specialists in Pennsylvania are expected to assist English language learners (ELLs) to achieve school success. To meet these expectations, the successful ESL Program Specialist program must educate candidates to demonstrate an ability to integrate knowledge of the complex social, psychological, and nature of learning a second language (L2) in their planning and teaching; to set high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success; and to vary their teaching style to accommodate students' different learning styles.

Successful candidates will demonstrate knowledge of PA and federal laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to provide appropriate instruction for students. This knowledge is applied in schools through collaboration with other content area teachers, special education teachers, support staff, and administrators, as well as through the cultivation of positive relationships among teachers, students, and families. Successful programs will provide candidates with a strong theoretical and practical knowledge base of teaching English as a second language that can be applied to a variety of teaching and learning contexts.

The ESL Program Specialist certificate is issued to eligible individuals that have demonstrated competency related to the following key domains:

- I. Language
- II. Culture
- III. Observing, Planning, Implementing, and Managing Instruction
- IV. Assessment
- V. Professionalism

Overview of Competency Areas

Language

The domain of language serves as a foundation for understanding not only the structure and usage of the English language but also the processes in which first and second languages are acquired. Through a solid knowledge base of applied linguistics, ESL teachers will be able to identify linguistic challenges for students of diverse native language backgrounds and determine the most effective instructional strategies for teaching. An in-depth understanding of the English language will also provide candidates with a pragmatic and sociolinguistic perspective that helps them to understand relationships among language, culture, accent, identity, and public perceptions of language learning.

Culture

Successful candidates view culture as a dynamic and multilayered system of symbolic resources that impact individuals' identity, values, and behaviors in varying degrees. Candidates should also be prepared to address the deep and often invisible dimensions of culture (i.e. world views, power, privilege) and their impact on student achievement (as defined by the [Standards Aligned System](#)), participation in the target language community, and patterns of interaction between home and school. Moreover, successful candidates view cultural identity or affiliation as an on-going process of negotiation within and among groups as well as within individuals. Candidates must develop an awareness of how their own culture impacts their views of teaching, learning, and classroom expectations; explore the varied roles of teacher, parent, and student in terms of cultural and educational expectations; and understand that acculturation is not only a complex process, but a matter of individual choice.

Observing, Planning, Implementing, and Managing Instruction

Successful candidates are expected to demonstrate knowledge of their ELLs and the role of individual characteristics in the process and outcome of language learning. Drawing upon this knowledge, candidates demonstrate an ability to observe and plan standards-based ESL and content instruction for students from Kindergarten through grade 12. Successful candidates will use performance-based measures to assess ELLs discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate.

Assessment

An effective instructor of English language learners will need to know, demonstrate and share knowledge and techniques of appropriate assessment with a range of stakeholders. This will include the ability to implement required testing as well as to make accommodations to such testing where appropriate; the expertise to help colleagues and families understand how assessment can be designed and interpreted to best demonstrate what ELLs know and can do; the use of data generated by multiple measures of assessment to ensure that ELLs have access to a quality language instructional program; and to make forward progress toward benchmarks in language and academic proficiency while enrolled in an LEA's program.

Professionalism

Professionalism is regarded as a key domain for second language teacher educators. ESL teachers come from such diverse academic and cultural backgrounds and teaching experiences that they need to cultivate a common professional identity. Not only do ESL teachers need to establish themselves as highly qualified experts in their field, they must serve as sources of knowledge about current language policy. To advocate for the profession and their students, ESL teachers must be able to take full advantage of professional resources and relationships at local, regional, and national levels.

Candidate Competencies

Similar to the requirements in Chapter 354 of 22 Pa. Code, this section outlines the competencies required for ESL Program Specialists, which ensure that candidates complete a well-planned sequence of courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry, and application of technology related to the program specialist area. See 22 Pa. Code § 354.25(a)(3).

Aligned resources and tools to support the acquisition of these competencies can be found on the [Standards Aligned System \(SAS\) portal](#).

I. Language

Candidates will demonstrate the ability to:

- A. Recognize language as an integrative system made up of component parts (phonology, morphology, syntax, pragmatics and semantics) and apply this knowledge to identify aspects of English that are difficult for ELLs.
- B. Support ELLs in communicating effectively for social and academic purposes by enhancing oral/aural skills, i.e., recognizing and using syntactic structures, the English sound system, and other communication skills.
- C. Support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic.
- D. Develop a variety of instructional techniques to assist ELLs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including contextualized practice with focused feedback.
- E. Apply knowledge of the principles of first and second language acquisition, and of the differences between first and second language acquisition, to the design of instruction for ELLs.
- F. Apply strategies that recognize the role of students' L1s as a resource for language and literacy development and for communicating with invested participants (students, families, volunteer support, and bilingual aides).

II. Culture

Candidates will demonstrate the ability to:

- A. Demonstrate knowledge of the processes of negotiating one's cultural identity.
- B. Differentiate among the varied processes of cultural transitions, including acculturation, assimilation, biculturation and resistance.
- C. Identify negative effects of prejudice, stereotyping and ethnocentrism on language learners' successful learning in schools and promote pro-social classroom learning environment.
- D. Recognize cultural bias in curriculum and materials and use a range of resources to deliver instruction.
- E. Demonstrate effective intercultural communication skills to appreciate diverse cultures.
- F. Develop effective techniques for communication between home and school by recognizing and supporting the preferred mode of communication of the parent/guardian (written, oral, L1, L2, etc.) and utilizing interpretation and translation resources appropriately.
- G. Demonstrate understanding of the interdependence of language and culture to facilitate students' transition between the home culture/language and U.S. school culture/language.
- H. Integrate diverse ways of learning and multiple cultural perspectives, including building on ELLs' strengths, into the planning/adapting of curriculum and instructional methods.

III. Observing, Planning, Implementing, and Managing Instruction
Candidates will demonstrate the ability to:

- A. Design standards-aligned instruction in English utilizing the Pennsylvania Academic Standards, the English Language Proficiency Standards, and Can-Do descriptors in relation to the continuum of proficiency levels.
- B. Plan effective lessons in all domains (Reading, Writing, Speaking, and Listening) using a variety of materials, texts, activities, strategies and assessments appropriately based on consideration of learners' differing English language proficiency, L1 literacy and prior knowledge, age and developmental stages, grade levels, learning styles and socio-cultural needs.
- C. Plan ESL instruction and assessment specific to the reading and writing needs of students with limited formal schooling (LFS) or interrupted formal education (SIFE).
- D. Recognize, plan and implement key elements of ESL lesson design, which include:
 - 1. Content and language objectives;
 - 2. Scaffolding, supports;
 - 3. Activating and building on prior knowledge;
 - 4. Formative and authentic assessments; and
 - 5. Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing.
- E. Differentiate instruction based on formative assessment of student progress, reteaching as necessary for students who need additional time and alternative approaches to meet learning outcomes.
- F. Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening.
- G. Plan and provide evidence-based reading and writing instruction that includes various cueing systems (i.e. graphic, syntactic, and semantic cues) appropriate for ELLs.
- H. Select, analyze and adapt a variety of authentic sources and tools to enhance oracy and literacy development for ELLs, including but not limited to:
 - 1. Various popular texts, including fiction, non-fiction, comic-book style, etc.;
 - 2. Visual and/or original source materials;
 - 3. L1 materials;
 - 4. Music;
 - 5. Media and multi-media, including technological resources and electronic communication.
- I. Explain and model explicit comprehension and learning strategies that assist students with learning tasks in all subject areas.
- J. Collaborate with and provide guidance to content teachers of ELLs related to using English language proficiency standards (ELPS), appropriate supports, and adaptations which provide students access to content instruction, tasks and assessments at their English language proficiency level.

IV. Assessment

Candidates will demonstrate the ability to:

- A. Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer) at various grade levels.
- B. Apply appropriate testing practices for English language learners including:
 1. Determination of the validity and reliability of tests to make assessment related decisions for ELLs;
 2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs' know and can do;
 3. Appropriate interpretation and use of data to support ELLs;
 4. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges.
- C. Recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels.
- D. Identify and use multiple assessment resources and measures (including research, native language evaluation, Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS for ELLs performance rubrics, among others) to make informed decisions concerning an ELL's progression through a language instruction program (identification, placement, progress, achievement, exit, and monitoring) observing all applicable national and state requirements.
- E. Implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, video spreadsheet software, self- and peer-assessment, among others), planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement.
- F. Inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing, for ELLs in a language instructional program.
- G. Identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments.
- H. As part of an instructional planning team, analyze data from various ELL groups (disaggregated, where appropriate, by language proficiency level, grade level, instructional site, etc.) to evaluate the effectiveness of an ESL program or language teaching methodology.
- I. Identify and use a variety of resources and research, including native-language assessment and accommodated assessments, to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs.
- J. Understand and share multiple measures of assessment data, collected over time, to document ELL growth and progress before considering a referral to a special education or other remedial program.

- K. Evaluate and share data, including strengths and weaknesses of each model, with parents/family and other members of a team making informed decisions on referral of an ELL for special education or gifted services.

V. Professionalism

Candidates will demonstrate the ability to:

- A. Use research in the field of ESL to articulate a personal educational philosophy for instructing ELLs.
- B. Conduct focused action research in the classroom following applicable procedures for protection of human research participants.
- C. Create a personal professional development plan based on interests and reflection, taking advantage of opportunities to support those goals in professional associations and other academic organizations.
- D. Collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) for the purpose of establishing instructional programs appropriate for ELLs at a variety of English proficiency levels.
- E. Recognize the need to advocate for ELLs and their families including full access to school resources; inform colleagues in instructional teams.
- F. Develop classroom activities that could involve families and provide ELLs and their families with information, support, and assistance (e.g., advocate for the students and their families, help families participate in their school/community through the use of bilingual paraprofessionals or interpreters, or engage with community members and policymakers with respect to issues affecting ELLs).
- G. Model the use of culturally and linguistically responsive techniques and dispositions, so as to support the learning of other school professionals working with ELLs.

Faculty

Programs submitted for review to the department will include the qualifications of faculty assigned to teach each course within the program. Programs are expected to provide current curriculum vitae or résumés of all proposed faculty in the program.

Faculty who teach in the ESL Program Specialist program must have demonstrated expertise in education methods appropriate to English language learners, as well as advanced degrees in disciplines appropriate to teaching ESL. Faculty should represent a strong combination of current practical and theoretical knowledge about public schools and accountability measures, extensive knowledge about ELLs and solid knowledge of the English language and its origins. A varied background in teaching ESL in K-12 schools is desired.

For faculty teaching ESL Program Specialist courses, a doctoral degree is preferred. However, a master's degree may be sufficient if accompanied by other experiences that ensure the relevant expertise. Evidence of qualification includes related academic degrees, public school certification(s), professional experience in basic (Pre K-12) and/or higher education, and professional development pertaining to the competencies assigned to a course. Evidence of

scholarship includes (but is not limited to) published articles or books on ESL; presentations at professional conferences; and participation in curriculum development for ELLs.

Certification Application Process

The institution's certification officer will recommend the candidate for the certification after successful completion of the ESL Program Specialist K-12 program and evidence that the applicant has an Instructional I or II certificate. The candidate must complete the required PDE application for certification and pay the appropriate fee to add the ESL Program Specialist K-12 to their instructional certificate. Foreign applicants must also include proof of U.S. citizenship and verification of bachelor's degree. The application process may be found on the [Certifications](#) section of our website.

Resources

INTRODUCTION

- [National Council of Accreditation for Teacher Education \(NCATE\)](#)
- [Pennsylvania Academic Standards](#)
- Professional Educator Program Approval Major Review Handbook
- [Teachers of English to Speakers of Other Languages \(TESOL\)](#)

LANGUAGE

- [Applied Linguistics](#)
- [Center for Applied Linguistics](#)
- [Ethnologue Languages of the World](#)
- [National Clearinghouse for English Language Acquisition](#)
- [PA Standards-aligned System](#)

CULTURE

- [Deep Culture](#)
- [Hispanic-American learning styles](#)
- [Refugees in PA](#)
- [Refugee Integration](#)
- [Teaching Tolerance](#)
- [TransACT Communications, Inc.](#)

INSTRUCTION

- [Basic Education Circular](#): Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)
- [Computer Assisted Language Instruction Consortium \(CALICO\)](#)
- [PA ESOL regulation](#)
- [PA Language Proficiency Standards for English Language Learners](#)
- [PA Preparation Program Curriculum](#)

ASSESSMENT

- [ACCESS for ELLs](#)
 - [sample items](#)
- [PSSA](#) released items
- [World-class Instructional Design and Assessment \(WIDA\) Consortium](#)

PROFESSIONALISM

- [National Association for Bilingual Education \(NABE\)](#)
- [Teachers of English to Speakers of Other Languages](#)
- [Provision of Equal Educational Opportunity to LEP Students](#)
- [Association for Childhood Education \(ACEI\)](#)

GLOSSARY

accommodation:

Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker,2000; Rivera & Stansfield, 2000).

acculturation:

a complex process of culture change as a result of continuous, direct contact between two independent cultures.

AMAO:

Within Title III of NCLB, each state is required to determine Annual Measurable Achievement Objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. See also AYP for similar content area requirements.

assimilation:

the degree to which individuals adopt the behaviors, values, beliefs and lifestyles of the dominant culture, neglecting or abandoning their own culture in the process.

AYP:

AYP indicates the expected growth in content areas (reading, language arts, math, and science) for students served with Title I funds are expected to gain each year. Within Title I of NCLB, each state is required to determine Adequate Yearly Progress (AYP). There are various penalties for schools not reaching AYP across 2-4 years. See also AMAO for similar language proficiency requirements.

bicultural:

Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

bilingual education:

An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon."

An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

bilingualism:

Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker & Jones, 1998). People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

biliteracy:

The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols (Hargett, 1998).

content area:

Generally refers to academic subjects in school; e.g., math, science, English/language arts, reading, and social sciences. Language proficiency (English or other language) may affect these areas, but is not included. Assessments of language proficiency differ from those of language arts.

ELL:

English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English. Also see LEP.

ELP:

English language proficiency. Often used in conjunction with AMAOs.

ELPS:

[English language proficiency standards.](#)

ESL:

English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).

ESOL:

English for speakers of other languages (see ESL).

home language:

Language student speaks at home, with family. See also L1.

L1:

First language (also native language).

L2:

Second language

language acquisition:

The process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person's second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. (Baker, 2000).

language proficiency:

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

LEP:

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991). Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

limited formal schooling:

LFS students are identified as having had limited or interrupted schooling; in other words, they have missed two or more years since the age of six. There are a variety of factors leading to this deficiency. Their access to education may have been affected by economic or political turmoil in their native countries, or by the geographical location of their homes. In other cases, students leave school to work or help their families in other ways. (Bunch, 2009).

resistance:

the degree to which individuals are encapsulated in their own cultural identity while living within a new culture and larger society.

students with interrupted formal education (SIFE):

SIFE were defined as immigrant students who come from a home in which a language other than English is spoken and: 1. Enter a United States school after the second grade; 2. Have had at least two years less schooling than their peers; 3. Function at least two years below expected grade level in reading and mathematics; and 4. May be pre-literate in their first language (NYSED, 1997).

Title III:

Language Instruction for Limited English Proficient Students and Immigrants ([U.S. Department of Education](#)). Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. (Most of the consolidation is accomplished only if the appropriation is at least \$650 million.) The focus of the title is on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students (U.S. Department of Education).

WIDA ACCESS for ELLs:

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the [WIDA](#) Consortium's approach to instructing and evaluating the progress of English language learners. This standardized assessment for English language acquisition is currently mandated for use in Pennsylvania with all ELLs.

Glossary adapted from National Clearinghouse for English Language Acquisition, Glossary of Terms Related to the Education of Linguistically and Culturally Diverse Students. AskNCELA No. 10.

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