

ESOL Standards

Standard 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

Standard 2: Recognize the major differences and similarities between the different cultural groups in the United States

Standard 3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students

Standard 4: Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

Standard 7: Locate and acquire relevant resources in ESOL Methodologies.

Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.

Standard 9: Develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes

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

Standard 11: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing

Standard 12: Apply content-based ESOL approaches to instruction

Standard 13: Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon

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

Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels

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

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

Standard 18: Create a positive classroom environment to accommodate the

various learning styles and cultural backgrounds of students

Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques

Standard 20: Administer tests and interpret test results, applying basic measurement concepts

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

Standard 22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum

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

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

Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.