

Teaching English to Speakers of Other Languages (TESOL) Related Sheltered Instruction Competencies

TESOL coursework or training courses submitted to meet the Sheltered Instruction credit or equivalent requirement must address any one or more of the following teacher competencies:

<p>Language acquisition: Understand and apply knowledge of first and second language acquisition principles and approaches to foster oral development, academic language, and literacy skills in English Learner (EL) students.</p>	<p>Applied linguistics: Understand and apply knowledge of applied linguistics, including structure and functions of language and appropriate teacher/peer interventions in written and spoken language.</p>	<p>TESOL teaching methods: Understand and apply second language teaching methods such as content-based ESL techniques, sheltered classrooms, and other communicative approaches which consider meaning and form to provide rigorous comprehensible input.</p>	<p>Culturally and linguistically responsive instruction: Instruction across the content areas that bridges EL students' prior personal and cultural background knowledge in the first language and the second language as well as in the target language and culture.</p>
<p>TESOL Teaching techniques: Innovative EL teaching, including whole language, project approaches, inquiry, project-based, individualized instruction and cooperative learning, team and co-teaching, individual differentiation, and use of technology to assist in instruction.</p>	<p>EL Instructional Design: Utilize EL students' levels of English proficiency and World-class Instructional Design and Assessment (WIDA) standards to design student-centered instruction with clear objectives and appropriate scaffolds and supports to promote content and language learning.</p>	<p>TESOL legal requirements and policy: Understand pedagogical considerations in the development of language development programs, entry-exit policies for such programs, and procedures for assessment of student achievement within a program or mainstream classroom.</p>	<p>Dually identified EL/SPED students: Assess achievement of EL students in content areas and academic skills. Assess in both languages for possible special education needs and eligibility using procedures which take into account language proficiency and cultural variations.</p>
<p>ELP standards and assessments: Utilize WIDA standards and assessments to inform instruction. Develop authentic classroom assessments that provide EL students opportunities for standards-based performances, portfolio creation, and project design to promote oral language proficiency, achievement in content, and literacy skills.</p>	<p>Bilingual and dual language: Understand the principles and requirements of bilingual and dual language instruction. Apply concepts such as translanguaging to anchor and discuss learning concepts in L1 to build and present learning in L2 with bilingual products.</p>	<p>Diversity and inclusion: Understand the significance of diversity and implement programs which recognize the profound ways in which people and cultures differ as well as the many ways in which they are similar. Ensure that all students' voices are included and valued.</p>	<p>Family and Community Engagement: Employ a variety of methods and strategies to engage EL families and communities accounting for culturally-based communication styles and needs.</p>

References:

- <https://educationnorthwest.org/sites/default/files/resources/what-teachers-should-know-about-instruction-for-ells.pdf>
- <https://files.eric.ed.gov/fulltext/ED535608.pdf>
- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/who-qualified-teach-sheltered-english-instruction>

- https://www.pdx.edu/sites/www.pdx.edu.ceed/files/program_competencies.pdf