

## Alignment Between the Indiana REPA Educator Standards for English Learners and state and national student and teacher standards for English Learners

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for English Learners.

<b>Standard 1: Linguistics</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of the components of language as applied to EL instruction.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level Language Domains: Speaking, Listening, Reading, and Writing
<b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b>	Standard 1.a. Language as a System: 1.a.1–1.a.3
<b>Standard 2: Language Acquisition and Development</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of principles of first- and second-language acquisition and development as applied to EL instruction and assessment.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level Language Domains: Speaking, Listening, Reading, and Writing
<b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b>	Standard 1.a. Language As a System: 1.a.2–1.a.4 Standard 1.b. Language Acquisition and Development: 1.b.1–1.b.5 Standard 3.a. Planning for Standards-based ESL and Content Instruction: 3.a.3 Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.2, 3.b.4–3.b.8 Standard 3.c. Using Resources Effectively in ESL Instruction: 3.c.1–3.c.4 Standard 4.a. Issues of Assessment for English Language Learners: 4.a.2, 4.a.4 Standard 4.b. Language Proficiency Assessment: 4.b.3 Standard 5.a. ESL Research and History: 5.a.1
<b>Standard 3: Culture</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of the nature and impact of culture as applied to EL instruction.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level Language Domains: Speaking, Listening, Reading, and Writing

## Alignment Between the Indiana REPA Educator Standards for English Learners and state and national student and teacher standards for English Learners

<p><b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b></p>	<p>Standard 1.b. Language Acquisition and Development: 1.b.3–4            Standard 2.a. Culture as it Affects English Language Learning: 2.a.–g            Standard 3.a. Planning for Standards Based ESL and Content Instruction: 3.a.2–4            Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.5            Standard 3.c. Using Resources Effectively in ESL Instruction: 3.c.1            Standard 4.b. Language Proficiency Assessment: 4.b.1            Standard 5.b. Professional Development, Partnerships, and Advocacy: 5.b.6</p>
<p><b><u>Standard 4: Principles of English Learner (EL) Instruction</u></b>  <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of effective approaches and evidence-based EL instructional practices.</b></p>	
<p><b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b></p>	<p>ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies            Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level            Language Domains: Speaking, Listening, Reading, and Writing</p>
<p><b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b></p>	<p>Standard 1.b Language Acquisition and Development: 1.b.1; 1.b.4–5            Standard 2. Culture as it Affects English Language Learning: 2.c.–d, f            Standard 3.a. Planning for Standards Based ESL and Content Instruction: 3.a.1–5            Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.1–8            Standard 3.c. Using Resources Effectively in ESL Instruction: 3.c.1–3            Standard 4.a. Issues of Assessment for English Language Learners: 4.a.1–2; 4.a.5            Standard 4.b. Language Proficiency Assessment: 4.b.2            Standard 4.c. Classroom-Based Assessment for ESL: 4.c.1–4            Standard 5.b. Professional Development, Partnerships, and Advocacy: 5.b.3–4</p>
<p><b><u>Standard 5: Standards-Based Instruction for English Learners</u></b>  <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of how to promote English Learners' achievement of English language proficiency standards and academic content standards through data-driven instructional decision making.</b></p>	
<p><b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b></p>	<p>ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies            Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level            Language Domains: Speaking, Listening, Reading, and Writing</p>
<p><b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b></p>	<p>Standard 1.a Language as a System: 1.a.1–4            Standard 1.b Language Acquisition and Development: 1.b.1–2            Standard 3.a. Planning for Standards Based ESL and Content Instruction: 3.a.1; 3.a.3; 3.a.5            Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.1–8</p>

## Alignment Between the Indiana REPA Educator Standards for English Learners and state and national student and teacher standards for English Learners

<b>Standard 6: English Learner (EL) Instructional Resources</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of technology-based, culturally representative, and developmentally appropriate resource implementation in EL instruction and assessment.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level Language Domains: Speaking, Listening, Reading, and Writing
<b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b>	Standard 2. Culture as It Affects English Language Learning: 2.b, 2.e–2.f Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.3, 3.b.7 Standard 3.c. Using Resources Effectively in ESL Instruction: 3.c.1–3.c.4 Standard 4.b. Language Proficiency Assessment: 4.b.3 Standard 4.c. Classroom-Based Assessment for ESL: 4.c.3 Standard 5.b. Professional Development, Partnerships, and Advocacy: 5.b.5
<b>Standard 7: Assessment of English Learners</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of concepts and issues related to the equitable and appropriate language and content assessment of English Learners.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	ELD Standards: 1–Social and Instructional language; 2–The language of Language Arts; 3–The language of Mathematics; 4–The language of Science; and 5–The language of Social Studies Features of Academic Language: Discourse Level; Sentence Level; and Word/Phrase Level Language Domains: Speaking, Listening, Reading, and Writing
<b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b>	Standard 3.a. Planning for Standards Based ESL and Content Instruction: 3.a.3; 3.a.5 Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: 3.b.1 Standard 4.a. Issues of Assessment for English Language Learners: 4.a.1–5 Standard 4.b. Language Proficiency Assessment: 4.b.1–3 Standard 4.c. Classroom-Based Assessment for ESL: 4.c.1–5
<b>Standard 8: Professional Knowledge and Growth</b> <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of policy and research that has shaped the field and apply and expand this knowledge to their personal professional growth.</b>	
<b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b>	
<b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b>	Standard 5.a. ESL Research and History: 5.a.1–3 Standard 5.b. Professional Development, Partnerships, and Advocacy: 5.b.1; 5.b.7

## Alignment Between the Indiana REPA Educator Standards for English Learners and state and national student and teacher standards for English Learners

<p><b><u>Standard 9: Collaboration and Advocacy</u></b>  <b>Teachers of English Learners (EL) have a broad and comprehensive understanding of how to exercise professional leadership in the school community by collaborating and sharing expertise with colleagues as well as advocating for English Learners and their families.</b></p>	
<p><b>Indiana’s WIDA Implementation Guide for English Learners (2014)</b></p>	
<p><b>TESOL Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education (2010)</b></p>	<p>Standard 5.b. Professional Development, Partnerships, and Advocacy: 5.b.1–7</p>