



Field 019: English Learners

REPA Educator Standards

Standard 1: Linguistics

Teachers of English Learners (EL) have a broad and comprehensive understanding of the components of language as applied to EL instruction, including:

- 1.1** elements of English phonology and similarities and differences between the English sound system and that of other languages
- 1.2** elements of English morphology and similarities and differences between English word structure and that of other languages
- 1.3** elements of English syntax and similarities and differences between English phrase and sentence structure and that of other languages
- 1.4** elements of English semantics and similarities and differences between English word and sentence meaning and that of other languages
- 1.5** elements of English pragmatics and similarities and differences between conventions of informal and formal language functions in English and in other languages
- 1.6** elements of spoken and written English discourse and similarities and differences between English and other languages with respect to the rhetorical patterns and discourse features of various genres
- 1.7** the nature of language variation in English, such as regional dialect (a language variety spoken in a particular geographic area) and register (a language variety used by a particular group of people who share the same occupation or interests)
- 1.8** explicit strategies for helping English Learners develop proficiency in challenging aspects of English phonology, morphology, syntax, semantics, pragmatics, discourse, and language variation and for providing students with evidence-based models of spoken and written English

Standard 2: Language Acquisition and Development

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, including:

- 2.1** theories and evidence-based research in first- and second-language acquisition
- 2.2** theories and evidence-based research in first- and second-language literacy development, including the influence of students' primary-language literacy skills and English oral language proficiency on their English literacy development in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension
- 2.3** processes and stages in second-language acquisition, such as differences between social and academic language development and characteristics and patterns of growth within and across the levels of English language proficiency as described in Indiana's English Language Proficiency Standards
- 2.4** the influence on second-language acquisition and literacy development of linguistic variables, such as cognates and language transfer; individual variables, such as age and motivation; and sociopolitical variables, such as U.S. immigration patterns and the differential status of English and the primary language

Standard 3: Culture

Teachers of English Learners (EL) have a broad and comprehensive understanding of the nature and impact of culture as applied to EL instruction, including:

- 3.1** major concepts about culture, such as acculturation and biculturalism
- 3.2** aspects of deep culture, such as values, beliefs, and patterns of communication, and the effects of cross-cultural differences on student learning
- 3.3** sociocultural variables, such as culture shock and cultural identity, that can influence student learning
- 3.4** characteristics and contributions of diverse cultural groups in Indiana and the United States and the effects on student learning, such as cultural conflict and stereotyping, of diversity within the English Learner population
- 3.5** culturally respectful strategies for communicating with students' families and building partnerships with families in order to promote family participation in students' education
- 3.6** the importance of recognizing the degree to which a teacher's own cultural identity and biases may influence EL teaching and assessment practices
- 3.7** the role of culture in the classroom and school and strategies for facilitating and bridging students' transition between the home and school cultures and for developing students' positive bilingual/bicultural identity
- 3.8** strategies for designing and delivering a culturally competent curriculum and instruction that makes use of students' cultural funds of knowledge as valuable resources for learning and promotes cross-cultural appreciation and communication in an inclusive classroom environment
- 3.9** culturally appropriate strategies for addressing the unique experiences and academic, social, and emotional needs of refugees and other English Learners who have endured trauma in their lives

Standard 4: Principles of English Learner (EL) Instruction

Teachers of English Learners (EL) have a broad and comprehensive understanding of effective approaches and evidence-based EL instructional practices, including:

- 4.1** effective program models for English Learners, such as Indiana's Response to Instruction (RtI) model, sheltered instruction, differentiated instruction, inclusion, and primary-language support
- 4.2** effective teacher-to-student communication practices, such as providing comprehensible input, providing appropriate feedback, and setting age- and grade-appropriate and developmentally appropriate expectations
- 4.3** strategies for creating a supportive, student-centered classroom environment that promotes student inquiry, interaction, and collaboration through flexible, data-driven grouping practices in order to facilitate social and academic language development
- 4.4** evidence-based strategies for using formal and informal student data to plan appropriate language and content instruction for English Learners that is based on Indiana's English Language Proficiency Standards, Indiana Academic Standards, and Common Core State Standards for English Language Arts
- 4.5** evidence-based strategies for providing students with meaningful, authentic instruction that scaffolds learning and integrates subject-matter and language-learning objectives
- 4.6** characteristics and needs of English Learners with interrupted formal schooling, disabilities, and/or high ability and strategies for differentiating instruction for individual students on the basis of assessment of their language proficiency and prior knowledge
- 4.7** evidence-based strategies for promoting students' development of effective oral language, literacy, and academic-learning skills and strategies, such as using higher-order thinking skills and metacognitive strategies

Standard 5: Standards-Based Instruction for English Learners

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, including:

- 5.1** strategies for integrating the domains of listening, speaking, reading, writing, and comprehension to promote students' social and academic language and literacy development and content learning
- 5.2** the importance of using scientifically based reading research (SBRR) methods for developing students' beginning literacy skills in English, including phonemic awareness, phonics, fluency, vocabulary, and comprehension
- 5.3** SBRR methods for developing students' reading comprehension skills and strategies for a variety of social and academic purposes
- 5.4** evidence-based methods for developing students' oral and written literary response and analysis skills and strategies for a variety of social and academic purposes
- 5.5** evidence-based methods for developing students' understanding of and ability to use the writing process for a variety of social and academic purposes
- 5.6** evidence-based methods for developing students' ability to write for a variety of social and academic purposes and audiences using different genres and styles
- 5.7** evidence-based methods for developing students' understanding of and ability to use standard English language conventions in speaking and writing for a variety of social and academic purposes
- 5.8** evidence-based methods for developing students' listening and speaking skills and strategies for a variety of social and academic purposes
- 5.9** evidence-based methods for developing students' content-area knowledge and academic literacy skills and learning strategies at each student's level of English proficiency

Standard 6: English Learner (EL) Instructional Resources

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, including:

- 6.1** the importance of and strategies for using culturally representative, age-appropriate, and linguistically accessible materials with English Learners
- 6.2** strategies for selecting, adapting, and designing instructional materials, such as content-area texts and primary-language materials that support crosslinguistic transfer, for use with English Learners
- 6.3** strategies for using and enabling students to use a variety of resources, such as print materials, realia, and evidence-based digital content, for language and content teaching and learning
- 6.4** principles of ethical and responsible use of technological resources in EL instruction, such as appropriate documentation of sources and respect for others in the use of information
- 6.5** strategies for using technological resources to advance student learning, creativity, and innovation and to enhance teachers' professional productivity and growth

Standard 7: Assessment of English Learners

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, including:

- 7.1** types of formative and summative assessments and progress monitoring tools used with English Learners
- 7.2** goals and purposes of assessment aligned to core instruction in EL programs and classrooms
- 7.3** national and state requirements for the standardized assessment of English Learners and appropriate testing accommodations for English Learners as outlined in an Individual Learning Plan (ILP)
- 7.4** challenges associated with assessing English Learners, such as the identification of students with disabilities and/or high ability
- 7.5** the importance of and strategies for aligning assessment with instruction for English Learners and how to interpret the results of assessments to inform instruction
- 7.6** procedures for using standardized assessments, such as state-adopted English language proficiency tests and academic achievement tests, appropriately, with fidelity, and fairly with English Learners
- 7.7** procedures for selecting, developing, adapting, and using appropriate classroom-based assessments to assess and grade students' language skills and content learning on the basis of Indiana's English Language Proficiency Standards and as outlined in an ILP

Standard 8: Professional Knowledge and Growth

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, including:

- 8.1** effects of key legislation and landmark court cases on programs for English Learners
- 8.2** current trends and issues in the field of EL and the importance of and strategies for drawing on current evidence-based theory and research to inform instructional practice
- 8.3** federal and state program policies and requirements and student learning standards as they apply to English Learners
- 8.4** the importance of and strategies for engaging in ongoing reflection and classroom evaluation to inform instructional practice
- 8.5** the importance of membership in and contribution to professional learning communities; networking with other EL professionals; and accessing the resources of national, state, and local EL organizations for professional growth

Standard 9: Collaboration and Advocacy

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, including:

- 9.1** effective collaborative teaching models and the importance of and strategies for establishing collaborative relationships with other educational staff in order to provide appropriate, comprehensive, and challenging educational opportunities for English Learners
- 9.2** strategies for collaborating with certified and classified personnel to identify learning goals, establish an instructional program, and plan standards-based instruction for English Learners as outlined in a student's Individual Learning Plan (ILP)
- 9.3** strategies for working with general and specialist school staff to design and adapt classroom tests and alternative assessment measures for English Learners
- 9.4** strategies for building the capacity of colleagues by sharing and modeling effective EL techniques and resources
- 9.5** strategies for promoting acceptance and understanding of cultural and linguistic diversity in the school community
- 9.6** the importance of and strategies for advocating for English Learners' full, equitable access to school resources and serving as a resource and advocate for English Learners and their families by providing them with information and support as well as helping them make decisions and develop self-sufficiency in the school community
- 9.7** strategies for facilitating cooperation among EL professionals, English Learners and their families, administrators, community members, and policymakers to support student learning