

Wisconsin ELL Bilingual/Bicultural Standards

(Standards 1-5 are for ESL Certification and Standards 1-7 are for Bilingual Certification)

Standard 1: Language Competence

Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.

Knowledge – Teachers need knowledge of:

K1 theories and practices of first and second language acquisition supported by current research

K2 relationships between English and other languages

K3 how the social or societal context of a learner’s socioeconomic group and prior experiences affect L₂ acquisition

K4 the structure and phonology of the English language

K5 the role of L₁ proficiency in L₂ acquisition

K6 the multiple varieties and dialects of language

Performance – Teachers demonstrate ability to:

P1 listen, speak, read, and write English with a near-native, college level degree of proficiency

P2 incorporate an understanding of the processes of language development into curriculum design and instructional and assessment practices

P3 identify and analyze the stages of linguistic development and provide appropriate support

P4 design instruction that reflects the social, psychological, and cognitive aspects of second language acquisition.

P5 design instruction based on the background knowledge and language proficiency of students
P6 design instruction focusing on meaning rather than form
Dispositions – Teachers value, respect, or promote:
D1 all languages and dialects as valid systems of communication and as a natural resource to be preserved
D2 the development of language competence in their students
D3 the role of L ₁ in the ELLs’ social and educational development
D4 the students’ developing language skills, encouraging other students and teachers to do the same
D5 the students’ personal experiences of learning a new language

Standard 2: Developmental, Social, Political, and Cultural Contexts
Teachers of English language learners address the developmental, social, political, and cultural contexts of their students’ lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.
Knowledge – Teachers need knowledge of:
K1 the distinctive needs of children at differing developmental levels from kindergarten through grade 12
K2 the history of the education of ELLs within the context of public education in the US
K3 the sociology, histories, and contributions of language minority groups in the US

K4 the interrelationships among home, school, and community
K5 the relationships between home and new cultures, the process of acculturation, and the attainment of bicultural competence
K6 socio-economic status as a cultural issue
K7 the legal rights and educational policies for ELLs
K8 the cultural embeddedness of the multiple forms of communication and cross-cultural communication skills necessary to mediate experiences for diverse individuals
K9 the role of the American school in a democratic and multicultural society as well as current equity issues
K10 how culture and background experiences may influence student learning
K11 the psycho-and sociolinguistic factors that impact second language learning
K12 the role of bi-literacy in the home, school, and community
K13 the differences between teaching ELLs in US school settings versus teaching English as a foreign language in other countries
K14 the structure of at least one other language at a basic level of proficiency and the relationship between that language and the culture which it reflects
Performances – Teachers demonstrate ability to:
P1 meet the differing developmental needs of children, kindergarten through grade 12
P2 address and incorporate social, cultural, and political issues into classroom practice and the larger school context

P3 foster open communication with families of students from diverse cultural and linguistic backgrounds

P4 create an equitable and inclusive educational environment with high expectations for all students

P5 infuse diverse cultural perspectives into the curriculum, classroom, and school environment

P6 use family and community resources to enhance instructional practice

P7 use effective strategies to address discriminatory practices and prejudice

Dispositions – Teachers value, respect, or promote:

D1 home-school-community relationships

D2 home language(s) and culture(s)

D3 a willingness to learn about the specific cultural and historical backgrounds of the students represented in the classroom.

D4 a willingness to explore student communication and interactional patterns from multiple perspectives

Standard 3: Curriculum, Instruction, and Assessment

Teachers employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.

Knowledge – Teachers need knowledge of:

K1 the academic subjects taught at the elementary level and at least one academic subject taught at the secondary level

K2 the techniques for integrating language and culture into the curriculum across academic content areas
K3 the resources needed to teach language and content
K4 the impact of the curriculum on the development of full academic proficiency
K5 how to adapt curriculum to the needs of ELLs while maintaining high academic standards
K6 the role of a student's prior knowledge in providing comprehensible instruction
K7 the development of L ₁ and that kids come to school with a lot of L ₁ resources
K8 the importance of providing multiple opportunities for ELLs to practice English in meaningful contexts
K9 the differences that individual students have in learning skills and concepts in English
K10 a variety of methods for learning English and academic content

K11 a variety of linguistically and culturally appropriate ways to assess language and content development
K12 the relationship between assessment of student needs and curriculum design
K13 special education issues and how they differ from issues of language and culture
Performances – Teachers demonstrate ability to:
P1 teach or pre-teach academic content at the elementary level and at least one academic subject at the secondary level

P2 align curriculum, instruction, and assessment with the high, grade –level academic standards all students must achieve
P3 design and adapt curriculum for language(s) and content areas while maintaining the curricular goals all students must achieve
P4 set goals and design learning experiences and assessments that support the development of critical thinking skills
P5 incorporate a broad spectrum of literature and content-based resources as appropriate
P6 use a variety of appropriate and effective strategies for teaching language and academic content, including strategies that build on the student’s prior knowledge and allow for the active engagement of the learner in knowledge construction
P7 utilize the student’s native language as a resource and means to support learning
P8 use a variety of strategies for integrating the teaching of language and content

P9 use strategies for language management and classroom grouping, with attention to patterns of interaction in the classroom
P10 integrate listening, speaking, reading, writing, and content to create learning experiences that further both academic and linguistic learning goals
P11 use technology and other resources to enhance instruction of language and content by, for example, increasing access to authentic learning opportunities
P12 maintain a positive environment for learning English and academic content
P13 model effective verbal and nonverbal communication strategies in conveying ideas, information, and inquiry and be accepting of different modes of expression and communication

skills
P14 incorporate cultural and linguistic diversity into the classroom environment
P15 assist students in the development of effective learning strategies or meta-cognitive awareness of their learning
P16 observe, describe, and document student progress
P17 select, administer, and interpret assessments in ways that limit bias and are developmentally appropriate for the learner
P18 design and implement pre-referral interventions that create more complete learner profiles and help avoid inappropriate referrals for special education services
P19 integrate theory and practice in teaching English and content to students with or without special needs

Dispositions – Teachers value, respect, or promote:
D1 the diversity and individuality of students
D2 the multiple ways in which students can demonstrate what they have learned
D3 sensitivity to English language learners in all phases of learning and assessment
D4 sensitivity to the differences of the English language learners’ prior knowledge
D5 high academic achievement for English language learners
D6 opportunities to create and maintain educational equity and inclusiveness, and to end exclusion and low expectations

Standard 4: The School Environment

Teachers recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.

Knowledge – Teachers need knowledge of:

K1 the optimal role of bilingual/ESL programs within the overall school context

K2 the support structure for ELLs that the school and the community provide and how to advocate for more effective structures when the existing one is inadequate

K3 the academic curriculum in order to collaborate effectively with mainstream teachers when developing lessons or teaching language content

K4 the resources available throughout the school and community to assist with linguistic and academic support

K5 the cultures, communities, and families represented by the ELLs and their role in the educational process

Performances – Teachers demonstrate ability to:

P1 collaborate with school personnel in order to actively promote high academic achievement of all ELLs

P2 collaborate effectively with all school personnel to plan and provide services for ELL's, particularly in core academic content areas

P3 advocate on behalf of students and their families including advocating for access to quality subject matter and support for positive linguistic, academic and affective growth

P4 integrate ELLs into academic and social learning environments

P5 encourage learning in the home and community

P6 advocate for the integration of bilingual/ESL education programs within all aspects of school life

P7 pre-teach key concepts, content, and academic language necessary for success in regular classrooms in all core subject areas as appropriate

P8 serve as a liaison between home and school in meeting the linguistic, cultural, and academic needs of ELLs

Dispositions – Teachers value, respect, or promote:

D1 collaborative endeavors within and between the school and community

D2 the unique contributions and skills of bilingual paraprofessionals or community liaisons

D3 an awareness of the needs that ELLs have

D4 a sharing of information with colleagues about the students and their cultures

D5 high expectations for ELLs and their families and communities

Standard 5: Professional Development

Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.

Knowledge – Teachers need knowledge of:

K1 how to access current research on best practices through professional networks, associations, and journals

K2 how to collaborate, create, and maintain partnerships for enhanced professional development

Performance – Teachers demonstrate ability to:

P1 actively seek out opportunities for professional development and information on innovations, issues, current research findings, and trends regarding the education of ELLs

P2 maintain ongoing communication and consultation with core content professionals

P3 develop and maintain ongoing links with school district, community, and professional networks

P4 utilize research methodologies and findings to improve classroom practice

P5 maintain positions that are based in research evidence

Dispositions – Teachers value, respect, or promote:

D1 a willingness and enthusiasm for active professional development

D2 self-reflection and self-assessment

D3 a willingness to collaborate as a means to further professional development

Standard 6: Linguistic and Cultural Proficiency

Teachers have achieved an advanced level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.

Knowledge – Teachers need knowledge of:
K1 language variations or dialects in languages other than English
K2 the specific language(s), dialects, histories and culture(s) of the students
K3 the tradition of education in the home cultures of the students

Performance – Teachers demonstrate ability to:
P1 communicate with a near-native, college level of literacy in both English and the language of the students
P2 communicate effectively with students, parents, and the community
P3 recognize a cultural reference made by the student and pursue its meaning if it is unknown
P4 evaluate bilingual teaching materials
P5 develop bilingual curricula

Dispositions – Teachers value, respect, or promote:
D1 bilingualism and biculturalism
D2 variations in languages or dialects other than English
D3 foster an environment that promotes appreciation of significant aspects of students’ culture (e.g., having open and relevant discussions, treating all students and their families with dignity, using authentic literature that includes a variety of cultures and perspectives)
D4 the proposition that bilingual schooling enriches all students who participate in it as well as the society at large

Standard 7: Bilingual Pedagogy

Teachers will recognize the purpose and management of dual language instruction, including curriculum design, instructional practice, and assessment.

Knowledge – Teachers need knowledge of:

K1 how to teach and assess content subjects using the native language

K2 issues surrounding assessment of and through the native language

K3 the management of language choice (which language is to be used when, for what purpose, for whom ...)

K4 bilingual program designs and models

K5 human, programmatic, and material resources available to support development and learning in both languages

K6 how to align bilingual instruction with grade appropriate, mainstream curricular practices

Performance – Teachers demonstrate ability to:

P1 target appropriate human and programmatic resources and support in native language

P2 support rigorous development of linguistic and academic skills in both languages

P3 utilize culturally and linguistically appropriate assessment measures that minimize bias

P4 integrate language and content instruction appropriate to a student’s level of language ability in both languages for all applicable subject areas

P5 apply teaching, learning, and assessment strategies appropriate to a student’s developmental level in both languages

P6 identify and select resources and materials appropriate to a student's developmental levels in both languages
P7 use both L ₁ and L ₂ to positively influence student achievement
P8 remain flexible in the design, implementation, and assessment of learning experiences for ELLs
Dispositions – Teachers value, respect, or promote:
D1 the importance of linguistic and academic development in two languages
D2 the proposition that developing strong language and literacy skills in two languages is a long term process