**Section 27.425 English as a Second Language (ESL) and Bilingual Education (Beginning September 1, 2018)**

No later than September 1, 2018, all approved teacher preparation programs that offer coursework and clinical experiences leading to the receipt of an ESL/bilingual education endorsement shall submit the course of study for ESL and/or bilingual education with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after September 1, 2018 shall provide evidence of congruence with the standards identified in this Section.

a) The standards set forth in this subsection (a) shall apply to ESL.

1) ESL Language and Literacy Domain

A) Language as a System – The competent ESL teacher:

i) demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.

ii) demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.

B) Language Acquisition and Development – The competent ESL teacher understands and applies theories and research in first and second language acquisition to support his or her ELs' English language and literacy development across content areas.

C) Language in Society – The competent ESL teacher is reflective and responsive regarding both his or her own beliefs and common assumptions about how policies and power shape and mutually interact with language use, attitudes and societal norms, and ultimately affect education for ELs.

2) ESL Culture Domain

A) Culture Research and Theory – The competent ESL teacher demonstrates and applies knowledge of current research, principles and theories of culture applied to the context of teaching and learning.

B) Cultural Awareness – The competent ESL teacher demonstrates an awareness of and reflects on his or her personal beliefs, socioeconomic and cultural background, and intercultural experiences.

C) Cultural Responsive Instruction – The competent ESL teacher understands the differences between home and school cultures and builds connections between them by implementing culturally and linguistically responsive strategies to support student achievement.

D) Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.

E) Effects of Discrimination – The competent ESL teacher demonstrates and applies knowledge about the negative effects of prejudice, stereotyping and discrimination on teaching and learning.

3) ESL Instruction Domain

A) Planning for Standards-based ESL and Content Instruction – The competent ESL teacher:

i) demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs.

ii) demonstrates understanding of diverse international approaches to teaching language and content.

iii) plans age appropriate instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds.

iv) utilizes appropriate pedagogy to plan instruction for students.

v) demonstrates how to access and incorporate students' prior knowledge and experiences, including students' primary language, for instructional purposes.

B) Implementing and Managing Standards-based ESL and Content – The competent ESL teacher:

i) Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.

ii) Understands and provides access to the core curriculum, including through the use of the student's primary language.

C) Using Resources Effectively in ESL Instruction – The competent ESL teacher:

i) Evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.

ii) Uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

4) ESL Assessment Domain

A) Issues of Assessment for ELs – The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations.

B) Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.

C) Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

5) ESL Professionalism Domain

A) ESL Research and History – The competent ESL teacher:

i) demonstrates knowledge of history, research and current policies and practices in the field of EL education and applies this knowledge to meeting the needs of ELs.

ii) demonstrates knowledge of both additive and subtractive theories of bilingual education and understands the effects of these practices on students, families and communities.

B) Professional Development, Partnerships and Advocacy – The competent ESL teacher participates in professional growth opportunities, collaborates and builds partnerships with other professionals and community organizations, and advocates for ELs.

C) Partnerships and Advocacy with Families – The competent ESL teacher:

i) demonstrates understanding of the benefits of multilingualism and incorporates ELs' cultural and linguistic assets into their practice in order to help ELs be socially and academically successful.

ii) demonstrates understanding of how to work collaboratively with families of ELs and communities to improve the learning environment, provide support, and advocate for ELs and their families.

D) Empowerment – The competent ESL teacher demonstrates an understanding of the relationship between language and power.

b) In addition to the standards listed in subsection (a), the standards set forth in this subsection (b) shall apply to bilingual education.

1) Bilingual Language and Literacy Domain

The competent bilingual education teacher demonstrates social and academic language competencies in both languages in order to maximize biliteracy and bicultural development in their students.

2) Bilingual Instruction Domain

Planning for Standards-based ESL and Content Instruction – The competent bilingual education teacher:

A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.

B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.

C) knows and understands research-based models of bilingual education and their features, including components, goals, benefits, limitations, and factors that determine the implementation of a particular bilingual program in a school or district.

D) is able to teach literacy in the primary language while developing the EL's literacy in the target language by making appropriate instructional modifications across the curricula.

E) demonstrates knowledge of selection of instructional materials for the bilingual classroom and ensures materials and resources are appropriate for the program model and local context.

3) Bilingual Assessment Domain

Issues of Assessment for ELs – The competent bilingual education teacher:

A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.

B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.

(Source: Added at 40 Ill. Reg. 12438, effective August 9, 2016)