

FIELD 512: ENGLISH LEARNERS II

TEST FRAMEWORK

May 2023

Content Domain	Range of Competencies	Approximate Percentage of Test Score
I. Foundations of Instruction for English Learners	0001–0007	70%
II. Integration of Language Development and Content Learning	0008–0010	30%

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FOUNDATIONS OF INSTRUCTION FOR ENGLISH LEARNERS

0001 Understand language systems, including how languages differ in their systems and how differences and similarities between language systems influence language and literacy development.

- Apply knowledge of phonology, including phonemes, stress, intonation, and rhythm, to promote English learners' language and literacy development.
- Apply knowledge of morphology, including how word structure (e.g., roots, prefixes, suffixes), inflectional endings (e.g., -s, -ed, -ing, -er, -est), and derivational affixes (e.g., *un-*, *dis-*, *-ly*, *-ment*, *-ion*) affect a word's function and meaning, to promote English learners' language and literacy development.
- Apply knowledge of syntax, including parts of speech (e.g., verbs, adverbs, nouns, pronouns, adjectives, prepositions, conjunctions) and the structure of phrases and sentences, to promote English learners' language and literacy development.
- Apply knowledge of semantics, including word relationships (e.g., synonyms, antonyms, homonyms) and the distinction in meaning of words and idioms in various contexts, to promote English learners' language and literacy development.
- Apply knowledge of discourse features of written and oral texts (e.g., speech acts, genres, discourse markers) to promote English learners' language and literacy development.
- Apply knowledge of pragmatic features of language (e.g., nonverbal elements, formal and informal discourse), various discourse settings (e.g., classroom, social event), and language functions (e.g., narrating, informing, explaining, arguing, persuading), as well as factors (e.g., cultural and social norms, purpose, audience) that affect choice of pragmatic features, to promote English learners' language and literacy development.
- Apply knowledge of the linguistic features of social, general-academic, and discipline-specific language (e.g., tiered vocabulary: Tier One—everyday speech words, Tier Two—general-academic words, Tier Three—discipline-specific words) to promote English learners' language and literacy development.
- Apply knowledge of sociolinguistic concepts, including language variation (e.g., dialect diversity in English) and register (i.e., language particular to specific functions), to promote English learners' language and literacy development.

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- Apply knowledge of strategies for comparing English learners' home languages with English to identify potential transference between languages as well as aspects of English that may be challenging for English learners.
- Apply knowledge of culturally and linguistically responsive and sustaining strategies for engaging English learners in making connections and comparisons between language systems and using knowledge of language systems as an empowering tool for learning languages.

0002 Understand stages and processes of new-language learning.

- Demonstrate knowledge of current theories and key concepts in new-language acquisition, including the importance of promoting and sustaining bilingualism/multilingualism as an asset and a goal for English learners.
- Demonstrate understanding that English learners' home languages are an asset for learning English and influence English language learning (e.g., language and literacy skills transfer, interlanguage development, code-switching, translanguaging).
- Demonstrate knowledge of cognitive, metacognitive, and metalinguistic processes and strategies involved in learning a new language (e.g., memorization, generalization, fossilization, self-monitoring, reflection, circumlocution, comparison), and apply knowledge of strategies for explicitly teaching English learners effective language-learning and self-monitoring strategies to promote their language development and engagement in self-directed learning.
- Understand the role of comprehensible input and output in acquiring a new language and apply knowledge of strategies for using comprehensible input and output for scaffolding English learners' comprehension and use of English in social and academic contexts.
- Demonstrate knowledge of stages and processes of new-language development, including the distinctions between the five levels of English language proficiency as defined in the TESOL *Pre-K–12 English Language Proficiency Standards* Framework (i.e., Level 1—starting, Level 2—emerging, Level 3—developing, Level 4—expanding, and Level 5—bridging).
- Understand the role of feedback in language instruction and demonstrate knowledge of strategies for providing appropriate feedback (e.g., recasting, explicit correction) in various contexts.

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0003 Understand individual factors and variables that affect English learners' language development and learning.

- Demonstrate understanding of English learners' individual mitigating variables, such as age, affective filter, identities, self-esteem, and motivation, and how they affect language learning and inform instruction.
- Demonstrate knowledge of sociocultural factors (e.g., cultural, racial, ethnic, and linguistic identity; bilingualism, multilingualism) and how they affect language learning and inform instruction.
- Demonstrate knowledge of characteristics, assets, and challenges of English learners, including newcomers, long-term English learners, English learners with limited or interrupted formal education, English learners with disabilities, and English learners who are gifted.
- Demonstrate knowledge of appropriate strategies for learning about English learners' interests, languages, cultures, educational backgrounds, background knowledge, and life experiences using a variety of resources, such as parent advisory committees, families, students, classroom observations, community organizations, surveys, community outreach, technology, or school records.

0004 Understand concepts related to the culturally and linguistically responsive and equitable assessment of English learners.

- Apply strategies for selecting and designing assessments (e.g., formal, informal, norm referenced, criterion referenced, language proficiency assessments, curriculum based, performance based) for English learners that are culturally and linguistically responsive and appropriate for the identified purpose(s).
- Understand how to interpret results from assessments used with English learners for various purposes, such as diagnosis, placement, evaluation of language proficiency, evaluation of academic progress, or screening for giftedness or learning disabilities.
- Recognize potential linguistic and cultural biases (e.g., unfamiliar test language, images, references, test formats) and psychological factors (e.g., limited test experience, test anxiety) associated with the assessment of English learners that may affect assessment validity, reliability, and equity.
- Demonstrate knowledge of appropriate and allowable testing accommodations and content modifications for English learners.
- Recognize the importance of assessing English learners using various methods of assessment (e.g., formal, informal) that are culturally and linguistically responsive and the importance of conducting ongoing assessment to inform and adjust instruction.

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- Recognize when the English language performance of an English learner falls outside the expected range for the student's proficiency level and may indicate the need for classroom interventions, further testing, or additional services.
- Demonstrate knowledge of culturally and linguistically responsive strategies for communicating assessment results to stakeholders.

0005 Understand the importance of prioritizing English learners' foundational language and literacy skills to promote their social and academic language development and their achievement of grade-level learning standards.

- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods and resources (e.g., leveraging students' home-language literacy skills; providing direct, explicit instruction to support students' individual learning goals; using visuals; building schemata and background knowledge; building on students' oral language to support literacy development) for appropriately differentiating and scaffolding English learners' instruction in foundational English literacy skills, including print concepts and letter recognition and formation, phonemic awareness, phonics and other word identification strategies, spelling, fluency, vocabulary, text comprehension, the writing process, and the writing conventions of English.
- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods of effective vocabulary instruction, such as direct teaching of specific words; building background knowledge; promoting development of independent word-learning strategies (e.g., morphological or structural analysis, recognizing word origins and cognates, contextual analysis, consulting reference materials); developing students' word consciousness; building vocabulary knowledge related to specific texts; providing multiple, meaningful exposures to new words through listening and reading; and opportunities to use new words meaningfully in speaking and writing.
- Apply knowledge of culturally and linguistically sustaining strategies for promoting English learners' understanding and use of writing processes (e.g., prewriting to generate ideas and plan writing, producing drafts, revising to improve text, editing text, publishing text to share with an audience, adjusting writing process as necessary, setting goals for improvement).

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0006 Understand how to create a culturally and linguistically responsive and sustaining learning environment that promotes English learners' language development and academic achievement.

- Apply knowledge of strategies for creating a culturally and linguistically responsive and sustaining learning environment that empowers students intellectually, socially, emotionally, and politically and that leverages English learners' home languages, cultures, and funds of knowledge as valuable assets for learning and resources for teaching.
- Recognize the role of culture in the learning environment, including the influence of cultural differences, such as values and beliefs, educational background, approaches to learning (e.g., cooperative versus competitive, individual versus group), and stages of acclimation to a new learning environment (e.g., cultural shock, euphoria, silent period, cultural fatigue), that may affect English learners' language development and academic achievement.
- Apply knowledge of strategies for creating and managing a safe, trauma-informed, respectful, and supportive student-centered learning environment that promotes English learners' participation, collaboration, and learning in a variety of settings (e.g., whole class, flexible grouping, independent learning, individualized instruction) and encourages students to be actively involved in learning, take risks, and extend their learning inside and outside the learning environment.
- Apply knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking conventions, role of silence, social distancing) and effective communication practices (e.g., providing clear directions, using a variety of questioning techniques) for facilitating cross-cultural interactions and communication.
- Recognize the effects of racism, stereotyping, prejudice, bias, and discrimination, and apply strategies for discussing these issues purposefully with students with the goal of promoting a respectful and inclusive learning environment (e.g., designing instruction that reflects antibias approaches, recognizing students' language rights and individual identity).

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0007 Understand the role of the teacher of English learners as a professional resource and leader in the learning community and as an advocate for English learners' access to a culturally and linguistically responsive and sustaining equitable education.

- Demonstrate knowledge of key court cases and key legislation and federal policies that affect the education of English learners (e.g., *Lau v. Nichols*, *Castañeda v. Pickard*, *Plyler v. Doe*, Title VII of the Elementary and Secondary Education Act of 1968 [Bilingual Education Act], Individuals with Disabilities Education Act [IDEA] of 2004, Every Student Succeeds Act of 2015 [ESSA]).
- Demonstrate knowledge of national requirements for identifying, placing, and exiting students from programs for English learners.
- Demonstrate knowledge of the characteristics, goals, and effectiveness of various program models (e.g., two-way bilingual education; dual language education; sheltered English instruction; structured English immersion, pull-out and push-in instruction).
- Demonstrate knowledge of strategies for advocating for the implementation of effective co-teaching models that promote integrated culturally and linguistically responsive and sustaining English language and content teaching and learning.
- Demonstrate knowledge of strategies for modeling effective culturally and linguistically responsive and sustaining teaching and education practices for teachers, educators, and other stakeholders who work with English learners.
- Understand how to use self-reflection and other approaches to inform and adjust instructional practices and professional behavior (e.g., recognizing effects of personal cultural identity, prior experiences, and potential implicit biases on teaching practices; seeking feedback from stakeholders; conducting action research; using professional reflection to identify personal strengths and areas for improvement, including professional development) and to recognize how one's cultural values, beliefs, and cultural competence relate to the equitable education of English learners.
- Demonstrate knowledge of strategies for sharing with educators and school staff an awareness of the influence that culture (e.g., ethnicity, race, socioeconomic status, values, gender identity, beliefs, expectations, patterns of communication) and personal cultural identity, background, and implicit biases can have on educational practices, and collaborate with educators and school staff to identify and prevent potential cultural misunderstandings, misconceptions, arbitrary requirements, inappropriate curricular expectations, and assessment assumptions that can negatively impact English learners' equitable access to educational opportunities and academic success.

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- Demonstrate knowledge of effective strategies for building partnerships and collaborating with stakeholders (e.g., teachers, administrators, other educational staff, parents/caregivers, community partners) to raise an awareness of the importance of promoting and sustaining bilingualism/multilingualism as an asset and a goal for English learners and to facilitate English learners' language and literacy development, access to equitable education, and academic success.
- Recognize the role of parents/caregivers in English learners' education; recognize that their practices and participation in the education of a child vary across cultures; and apply strategies for facilitating positive school/home interactions and developing opportunities for engagement and partnership.

INTEGRATION OF LANGUAGE DEVELOPMENT AND CONTENT LEARNING

0008 Understand how to plan culturally and linguistically responsive and sustaining research-based instruction for English learners that effectively integrates interdependent language development and content-learning goals and expectations.

- Demonstrate understanding of the *TESOL Pre-K–12 English Language Proficiency Standards* Framework and apply strategies for establishing grade-level-appropriate academic and language development goals and expectations for English learners at various levels of proficiency that are aligned with relevant student learning standards.
- Apply knowledge of strategies for designing culturally and linguistically responsive and sustaining standards-based instruction and co-teaching instruction (e.g., co-teaching models) that build on assessment results and knowledge of students and that incorporate grade-level-appropriate linguistic goals and expectations for English learners at various levels of proficiency.
- Apply knowledge of strategies for identifying and incorporating in lesson planning key academic and content-specific language needed for English learners at various levels of proficiency to engage successfully in grade-level content learning, including as part of specific lessons, curriculum units, projects, or activities and in co-teaching contexts, and for incorporating appropriate related scaffolds, visual aids, differentiation, and assessments as part of lesson planning.
- Apply knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations; using realia and visual scaffolding such as illustrations and graphic organizers; relating to students' background knowledge) and modifying language without simplifying content (e.g., providing comprehensible input by repeating key concepts, breaking up long sentences, and/or paraphrasing) to make content-area lessons accessible to English learners.

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- Apply knowledge of strategies for implementing culturally and linguistically responsive and sustaining instruction and co-teaching instruction that leverage and validate English learners' funds of knowledge (e.g., linguistic, cultural, experiential, social-emotional) as assets and resources for making connections with and accessing grade-level content.
- Apply knowledge of culturally and linguistically responsive and sustaining instruction and co-teaching instruction that promote English learners' use of their full linguistic repertoires (e.g., code-switching; translanguaging practices) to successfully engage in grade-level content learning, collaborative problem solving, and meaningful communication.
- Apply knowledge of strategies for selecting culturally and linguistically responsive and sustaining materials, resources, and technologies that effectively promote English learners' access to standards-based and grade-level language and content learning.
- Apply knowledge of strategies for promoting English learners' engagement in self-directed language and content learning through the use of problem-solving and cognitive-learning skills (e.g., note-taking skills, organizational skills, study skills, research skills, test-taking skills) and strategies (e.g., categorizing words and concepts, integrating prior knowledge with new ideas, self-reflection and self-monitoring).
- Apply knowledge of appropriate and effective scaffolding strategies, such as verbal scaffolding (e.g., prompting, questioning, elaborating), procedural scaffolding (e.g., explicit teaching, modeling), and metacognitive scaffolding (e.g., planning, regulating, evaluating), for promoting English learners' language and content learning and verifying comprehension.
- Apply knowledge of strategies for developing, scaffolding, and implementing a variety of ongoing classroom assessments and common assessments (e.g., formative, summative, self-assessments) that effectively and appropriately measure English learners' language development and academic progress.
- Apply knowledge of techniques for analyzing, interpreting, and synthesizing classroom assessment results to reflect on, inform, and make purposeful adjustments to language, literacy, and content instruction for English learners at various levels of proficiency.

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0009 Apply knowledge of culturally and linguistically responsive and sustaining research-based instruction for English learners that effectively integrates interdependent interpretive language development (listening, reading, viewing) and content-learning goals and expectations.

- Apply knowledge of strategies for designing culturally and linguistically responsive and sustaining standards-based instruction and co-instruction (e.g., co-teaching models) that build on assessment results and knowledge of students and that incorporate grade-level-appropriate interpretive language development goals and expectations for English learners at various levels of proficiency.
- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods (e.g., engaging students in close reading, including rereading; scaffolding access to texts for students reading below grade level; choosing academic and literary texts that reflect students' home cultures and interests) and resources for differentiating and scaffolding instruction for English learners at various levels of proficiency related to reading and constructing meaning from grade-level-appropriate literary and informational texts in English (e.g., determining the meaning of words and phrases, determining a central idea or theme, explaining how central ideas or themes are developed by supporting ideas or evidence, summarizing a text, analyzing and describing elements of fiction and nonfiction texts).
- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods and resources for differentiating and scaffolding instruction for English learners at various levels of proficiency related to listening and viewing skills (e.g., constructing meaning from oral presentations, determining a theme or central idea and how it is conveyed through particular details, determining the meaning of words and phrases in oral presentations, integrating and evaluating information presented in diverse media and formats, delineating a speaker's argument and specific claims).
- Apply knowledge of culturally and linguistically responsive and sustaining research-based strategies for promoting English learners' use of listening, reading, and viewing skills to gain understanding (e.g., focusing attention, observing, gaining and interpreting information, checking for understanding), conduct research, evaluate findings, and analyze and critique the arguments of others.

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0010 Apply knowledge of culturally and linguistically responsive and sustaining research-based instruction for English learners that effectively integrates interdependent expressive language development (speaking, writing, representing) and content-learning goals and expectations.

- Apply knowledge of strategies for designing culturally and linguistically responsive and sustaining standards-based instruction and co-instruction (e.g., co-teaching models) that build on assessment results and knowledge of students and that incorporate grade-level-appropriate expressive language development goals and expectations for English learners at various levels of proficiency.
- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods and resources for differentiating and scaffolding instruction for English learners at various levels of proficiency related to speaking skills (e.g., preparing for and engaging effectively in a range of discussions on grade-level-appropriate complex literary and informational texts and topics; following rules for collegial discussions; constructing claims and supporting them with reasoning and evidence; making counterclaims; adapting language choices to purpose, task, and audience; using appropriate register to communicate, inform, explain, argue, or persuade in grade-level-appropriate speech).
- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods and resources for differentiating and scaffolding instruction for English learners at various levels of proficiency related to writing processes to produce texts for a variety of purposes in English (e.g., producing clear and coherent writing appropriate to task, purpose, and audience; constructing a claim about a variety of grade-level-appropriate complex topics; providing compelling and logically ordered evidence that effectively supports a claim; providing reasoning to explain how the evidence supports a claim; providing a concluding statement; acquiring and accurately using grade-level-appropriate general-academic and domain-specific words and phrases; writing narratives to develop experiences or events using effective techniques, details, and sequencing; using English structures to communicate context-specific messages, inform, explain, argue, or persuade; developing and strengthening the writing process; using technology to produce and publish writing).

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- Apply knowledge of culturally and linguistically responsive and sustaining research-based methods and resources for differentiating and scaffolding instruction for English learners at various levels of proficiency related to producing written text-based responses and research-based writing from sources in English and other languages (e.g., developing personal, cultural, textual, and thematic connections within and across genres; conducting research projects to answer a question or solve a problem; gathering relevant information from multiple print and digital sources; using search terms effectively; drawing evidence from informational or literary texts to support reflection, analysis, and research; quoting or paraphrasing the data and conclusions of others using charts, diagrams, or other graphics; citing sources using a recognized standard format, such as APA or MLA).
- Apply knowledge of culturally and linguistically responsive and sustaining strategies for creating multiple opportunities for English learners to engage in authentic and meaningful oral, written, and multimedia exchanges of information, ideas, and analyses; respond to peer, audience, or reader comments and questions; and analyze and critique the arguments of others.