

1.0 Common Core: Language and Literacy	
K1.1	Candidates know, understand, and use the major concepts, theories, and research from applied linguistics and second language acquisition to construct learning environments that support English language and literacy development and content area achievement
S1.1	Candidates apply linguistic concepts and knowledge of language systems to teach English language learners in the four skill areas of listening, speaking, reading, and writing
S1.2	Candidates apply concepts, theories, research, and knowledge of languages other than English to facilitate English language development
S1.3	Candidates apply concepts, theories, research and practice to promote English literacy development
2.0 Common Core: Culture	
K2.1	Teachers of linguistically and culturally diverse learners are knowledgeable about culture and its effects on learning and create partnerships with families and communities that enhance the educational experience of their students
K2.2	Candidates know and understand the interrelationship between language and culture and its effects on learning
K2.3	Candidates know and understand ways to incorporate cultural and linguistic diversity to support learning
S2.1	Candidates apply the major concepts, principles, theories and research related to the nature and role of culture in language development and academic achievement which support individual students' learning
S2.2	Candidates demonstrate an awareness and an appreciation of students' cultural identity and its effects on language learning and school achievement
3.0 Common Core: Planning and Managing Instruction	
K3.1	Candidates know and understand effective practices and strategies for planning, implementing, adapting, and modifying curriculum and instruction in a variety of English language learner delivery models, e.g., inclusion, sheltered instruction, pull-out, bilingual/ESD education, etc.
S3.1	Candidates apply effective practices and strategies to plan, implement, adapt, and modify curriculum for multilevel classrooms with students from diverse backgrounds
S3.2	Candidates apply effective practices and strategies for organizing and managing a variety of supportive learning environments, e.g., cooperative groups, independent learning, and individualized instruction
S3.3	Candidates apply a range of teaching strategies, structures, and models to support the development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four skill areas of listening, speaking, reading and writing
S3.4	Candidates collaborate with grade level teacher, content teachers, administrators, and other educational staff to support English language development Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), incorporating the four areas of listening speaking reading and writing

S3.5	Candidates are familiar with a wide range of resources and technologies and choose, adapt, and use them in effective ESL teaching, including ESL curriculum books and materials, trade books and materials, audiovisual materials and published and on-line multimedia materials
4.0 Common Core: Assessment	
K4.1	Candidates know and understand issues, principles, and methods of assessment related to the education of English language learners
S4.1	Candidates use a variety of language proficiency instruments and assessment methods for various purposes e.g., determining eligibility, placement, monitoring progress, and informing instruction
S4.2	Candidates apply a variety of classroom-based assessment tools and methods to inform instruction and monitor academic progress
S4.3	The candidate recognizes potential linguistic and cultural biases of assessment instruments and procedures and implements appropriate modifications and accommodations
5.0 Common Core: Field Experience	
K5.1	Candidates gain knowledge and understanding of the learning community through field experiences
S5.1	The candidate will demonstrate the ability to observe and reflect on classroom, school and community experiences as they affect programs for limited-English speaking populations
S5.2	Candidates demonstrate the ability and desire to work effectively in classroom settings with English language learners as well as other traditional minority students
S5.3	The candidate will develop the ability to apply principles of second language instructional techniques to the development of lessons and activities
S5.4	The candidate will identify and analyze aspects of an English-dominant learning environment and institutional practice that impact the academic achievement of linguistic minority students in mainstream settings
6.0 Common Core: Professional Leadership	
K6.1	Candidates demonstrate knowledge of the history and legal issues concerning the education of English language learners in the state of Washington and the United States
K6.2	Candidates know and understand how to serve as an effective resource and how to collaborate with other educational staff and community members
K6.3	Candidates know and understand the importance of advocating for the English language learner
K6.4	Candidates demonstrate knowledge of the ability to serve as a resource and collaborate with other education professionals
S6.1	Candidates demonstrate the ability to present information/training to groups for future application in delivering the same type of service to colleagues and other educational personnel