

Endorsement Competencies for English Language Learners (ELL) P-12

2007 Standards
1.0 Common Core – Content Knowledge: Language and Literacy Development
1.1 Candidates know, understand, and use the major concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.
1.2 Candidates understand how the student’s first language proficiency in listening, speaking, reading, and writing transfers to English and impacts second language acquisition.
1.3 Candidates are competent in the structure of the English language including; <ul style="list-style-type: none"> • phonology (the sound system), • morphology (word formation), • syntax (phrase and sentence structure), • semantics (meaning), and • pragmatics (context and function).
1.4 Candidates have knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.
1.5 Candidates know, understand, and apply Washington State’s English Language Development Standards (ELDS) and proficiency levels.
2.0 Common Core – Culture:
2.1 Teacher candidates of linguistically and culturally diverse learners are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.
2.2 Candidates know and understand ways to incorporate cultural and linguistic diversity to support teaching and learning.
2.3 Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
2.4 Candidates recognize the contributions of diverse cultural groups to Washington State and to the United States.
2.5 Candidates can explain the differences between assimilation, acculturation, and cultural plurality and their potential impact on students’ cultural identity.
2.6 Candidates understand their own identity and how ethnicity, culture, and socioeconomic status influences teaching practices.
3.0 Common Core - Planning and Managing Instruction:
3.1 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 and strategies.
3.2 Candidates recognize potential linguistic and cultural biases of pedagogies, curricula,

and assessment instruments when determining classroom practices for the English language learner.
4.0 Common Core - Assessment:
4.1 Candidates know and understand issues, principles, instruments, and methods of assessment related to the education of English language learners.
5.0 Common Core - Professional Leadership:
5.1 Candidates demonstrate knowledge of relevant history and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.
5.2 Candidates know and understand how to serve as an effective resource for working with English language learners and the importance of collaborating with other educational staff and community members.
5.3 Candidates know and understand how to advocate for the English language learner in a school environment.
5.4 Candidates have an awareness of the research and resources pertaining to language acquisition versus language disorder, gifted and talented, and special education needs of English language learners.
6.0 Common Core - Instructional Methods:
6.1 Candidates construct and facilitate learning environments that support English language development through literacy and content area knowledge.
6.2 Candidates apply linguistic concepts and knowledge of language systems to teach English language learners in the four domains of listening, speaking, reading, and writing.
6.3 Candidates demonstrate a high level of oral and academic language proficiency in English and are competent to teach and assess listening, speaking, reading, and writing in English.
6.4 Candidates differentiate instruction by applying concepts, theories, and research of applied linguistics, second language acquisition, and literacy development.
6.5 Candidates are able to identify culturally-appropriate ways to engage, communicate with, and involve the student's family and community.
6.6 Candidates know, understand, and apply ways to integrate cultural and linguistic differences within the learning environment.
6.7 Candidates demonstrate awareness and an appreciation of the student's cultural identity and its effects on language learning and school achievement.
6.8 Candidates demonstrate culturally responsive teaching.
6.9 Candidates apply effective practices and strategies to plan, implement, adapt, and modify curriculum and instruction for multiple language proficiency level classrooms with students from diverse backgrounds.
6.10 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).
6.11 Candidates apply a range of teaching strategies, structures, and methods to support the development of basic interpersonal communication skills (BICS) and cognitive

academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.
6.12 Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills.
6.13 Candidates collaborate with grade level teachers, content teachers, administrators, and other educational staff to support and facilitate English language development in basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing within the content areas.
6.14 Candidates employ an appropriate variety of research-based materials for language learning including books, visual aides, props, realia, software, internet resources, and technological resources to enhance language and content-area knowledge.
6.15 Candidates use a variety of language proficiency instruments and assessment methods (both formative and summative) for various purposes (e.g., listening, speaking, reading, and writing in first and second language and within content areas).
6.16 Candidates apply a variety of formative and summative classroom-based assessment tools and methods to inform instruction and monitor academic progress.
6.17 Candidates recognize potential linguistic and cultural biases of formative and summative assessment instruments and implements appropriate modifications and accommodations.
6.18 Candidates demonstrate the ability to observe and reflect on classroom, school, and community experiences and how such experiences influence the education of culturally and linguistically diverse populations.
6.19 Candidates demonstrate the ability to work effectively in the classroom settings with culturally and linguistically diverse populations.
6.20 Candidates demonstrate the ability to incorporate the principles of second language instructional techniques as they develop assessments and instructional plans.
6.21 Candidates demonstrate the ability to serve as a resource and collaborate with other education professionals and community members.