

## English as a New Language Indiana Professional Standards

	G 2 0 5	C 2 0 6	G 3 1 0	C 4 3 2	E 4 4 9	L 4 4 2	X 4 0 0	X 4 7 0	G 4 4 1	G 5 0 0	L 5 3 2	L 5 0 2	G 5 6 2	L 5 3 4	L 5 5 9	G 5 4 1	L 5 2 5	T E P
<b>Standard #1: Teachers of English as a New Language (ENL) understand the process of language acquisition and development and the role this process plays in their students' educational experiences.</b>																		
Performance																		
1.1. The teacher focuses instruction to meet specific social and academic language goals.						X			X					X		X	X	
1.2. The teacher utilizes strategies and approaches that promote biliteracy.						X			X					X		X	X	
1.3. The teacher designs student activities that promote student interaction within authentic contexts.						X		X	X			X		X		X	X	X
1.4. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.						X			X					X		X	X	X
1.5. The teacher encourages students to use their first language as a resource to promote academic learning and, ultimately, English language acquisition.						X			X					X		X	X	X
1.6. The teacher enhances language development through a variety of reading, writing, and discussion activities that relate to their content areas.				X		X		X	X			X		X		X	X	X
Knowledge																		
1.1. The teacher recognizes the specific stages of language acquisition and development.				X		X			X			X		X		X		
1.2. The teacher recognizes the variety of purposes that language serves and specifically distinguishes between social and academic language functions.	X	X	X			X			X	X			X	X		X		
1.3. The teacher understands the value of biliteracy.				X		X		X	X			X		X		X		
1.4. The teacher is aware of the importance of teaching social or academic language in context.				X	X	X		X	X			X		X	X		X	

1.5. The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.	X	X	X							X			X				
1. 6. The teacher realizes the key roles of oral, written, and nonverbal communication.	X	X	X		X		X	X		X		X	X		X		
Dispositions																	
1.1. The teacher values students' linguistic and dialectical differences.						X		X	X				X		X		X
1.2. The teacher realizes the importance of modifying English and content-based instruction and of designing appropriate activities.						X			X				X		X		X
1.3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.						X		X	X				X		X		X
<b>Standard #2: Teachers of English as a New Language (ENL) recognize that the students' primary culture plays a crucial role in their adaptation to United States culture.</b>																	
Performances																	
2.1 The teacher fosters an environment that promotes appreciation of significant aspects of students' cultures (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).					X	X			X				X	X	X	X	
2.2. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.						X			X				X		X		X
2.3. Before considering special education referrals, the teacher uses valid pre-referral assessments and instructional strategies which encompass students' cultural and linguistic backgrounds.						X			X				X		X		X

2.4. The teacher uses a variety of formal and informal assessment strategies and is aware of cultural influences.					X	X		X						X		X	X
2.5. The teacher assists other educators and students in understanding the importance of culture and respect for culturally diverse students and families.					X		X				X		X			X	
2.6. The teacher selects materials and activities that are appropriate and non-threatening based on his/her knowledge of cultural stages of development.					X			X			X		X		X	X	X
<b>Knowledge</b>																	
1. The teacher has a knowledge of the various stages of cultural adaptation and acculturation.		X		X	X					X		X	X				
2. The teacher understands how culture influences student cognition.		X	X	X	X		X			X	X	X					
3. The teacher is knowledgeable of cultural influences inherent in student assessment.			X	X	X		X	X		X	X	X			X		
<b>Dispositions</b>																	
1. The teacher is committed to learning about significant contributions from students' countries, languages, and cultures.		X	X		X			X				X	X		X	X	
2. The teacher understands and respects the value of diverse cultures.					X			X				X			X	X	
<b>Standard #3: Teachers of English as a New Language (ENL) understand students' cognitive, affective, psychological, social, and cultural development and backgrounds.</b>																	
<b>Performances</b>																	
3.1. The teacher organizes the classroom so that all students are able to learn.					X								X			X	X
3.2. The teacher teaches learning strategies to guide students how to learn effectively for academic development.					X		X				X		X			X	X
3.3. The teacher creates learning opportunities where students feel comfortable expressing themselves in ways appropriate to their cultural backgrounds.					X	X							X	X		X	X
3.4. The teacher models effective verbal and nonverbal communication strategies in conveying ideas, information, and inquiry and is accepting of different modes of expression and communication skills.					X		X				X		X			X	X

3.5. The teacher actively listens, solicits, supports, and expands learner expression in reading, speaking, writing, and listening skills and in presenting ideas through various modes of expression.					X		X				X		X			X	X
Knowledge																	
3.1. The teacher understands stages of human development.					X							X					X
3.2. The teacher recognizes different learning styles and rates of learning.																X	X
3.3. The teacher understands how students learn.					X			X				X		X	X	X	X
3.4. The teacher has knowledge of a wide variety of individual student's learning strategies.					X	X						X				X	X
3.5. The teacher understands how different cultural backgrounds affect student learning and overall development.					X		X	X			X	X	X		X	X	X
3.6. The teacher understands how norms and values affect performance and cultural adjustment.					X	X						X				X	X
3.7. The teacher understands how to integrate students into the academic and social learning environment.					X		X				X		X			X	X
Dispositions																	
3.1. The teacher appreciates the influences of students' languages, ethnicities, races and genders.			X		X		X				X	X	X				X
3.2. The teacher appreciates that students will adapt and acculturate according to their specific circumstances.				X	X		X			X	X		X				X
3.3. The teacher values individual variation within each area of development and respects the diverse talents of all learners.					X	X	X				X						X
3.4. The teacher appreciates students' strengths as a basis for constructing knowledge.					X	X	X				X		X				X
3.5. The teacher values the diversity of cultural perceptions present within the learning environment.					X		X				X		X				X
3.6. The teacher values the ups and downs of students' development of skills in communication.					X	X	X				X		X				X
<b>Standard #4: Teachers of English as a New Language (ENL) understand how to facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote optimal learning for English language learners (ELL's).</b>																	
Performances																	
4.1. The teacher incorporates a broad spectrum of literature when appropriate.					X									X	X		X

4.2. The teacher introduces new concepts, skills, and grammatical structures when the ELL's are ready to learn them.					X			X					X		X	X	X
4.3. The teacher uses realia, computers, media, interactive video, music, and other learning resources to facilitate learning.					X			X					X		X	X	X
4.4. The teacher designs and uses hands-on learning experiences to engage each ELL and effectively uses instructional resources that facilitate those experiences.					X			X					X		X	X	X
4.5. The teacher provides opportunities to practice with key concepts, vocabulary, and text structure in the content areas being studied.					X			X					X		X	X	X
4.6. The teacher provides a risk-free environment where students have multiple opportunities to practice language in context.					X			X					X		X	X	X
4.7. The teacher models or demonstrates appropriate verbal, nonverbal, and written communication skills and tailors language to meet the needs of ELL's.					X								X			X	X
4.8. The teacher uses communicative approaches that lead to interactive practice within authentic contexts.					X								X			X	X
4.9. The teacher designs effective lessons and activities to develop critical thinking skills, meta-cognitive strategies, vocabulary, and knowledge of text structure.					X								X			X	X
4.10. The teacher develops instruction from concrete to abstract for cognition and content mastery.					X								X			X	X
4.11. The teacher utilizes the students' prior knowledge to construct meaning and provides experiences to enrich their knowledge base.					X								X			X	X
4.12. The teacher allows the use of primary language as needed to facilitate learning.					X								X			X	X
4.13. The teacher, when possible, integrates subject matter across content areas.					X								X			X	X
4.14. The teacher pre-teaches key subject matter concepts and vocabulary to make content comprehensible.					X								X			X	X
Knowledge																	
4.1. The teacher has a working knowledge of reading and writing processes, use of literature in the classroom, standard pronunciation, English language structure, and effective listening skills.	X	X	X	X				X	X			X	X	X	X		X
4.2. The teacher understands various stages, strategies, approaches, learning styles, and intelligences that facilitate learning.				X	X	X	X					X	X				X
4.3. The teacher knows how to integrate subject matter across content areas and integrate academic language and content.					X	X	X	X				X		X	X	X	X
4.4. The teacher comprehends the critical importance of creating a positive environment in which the ELL can thrive.				X	X	X	X	X				X	X		X	X	X

4.5. The teacher is aware of the role of the ELL's prior knowledge and knows how to build on that knowledge base to make the input more comprehensible.				X		X		X	X			X	X		X		X	
4.6. The teacher comprehends the significance of meaningful communication and knows how to encourage its development in the classroom.	X	X	X	X		X		X	X			X	X	X	X	X	X	
4.7. The teacher understands the importance of providing many opportunities for ELL's to practice the language in meaningful contexts.	X	X	X	X		X		X	X			X	X	X	X	X	X	
Dispositions																		
4.1. The teacher values students' various learning styles and intelligences.						X	X	X				X		X	X		X	X
4.2. The teacher is committed to using a variety of teaching strategies and approaches.						X	X	X				X		X	X		X	X
4.3. The teacher supports the integration of language with subject matter across content areas.						X		X	X			X		X	X	X	X	X
4.4. The teacher values the students' primary languages and encourages the development of meaningful communication in English.						X	X	X	X			X		X	X	X	X	X
4.5. The teacher is committed to developing a context-rich environment, where the teaching of learning strategies and student involvement in their own learning is promoted.						X	X	X	X			X		X	X	X	X	X
<b>Standard #5: Teachers of English as a New Language (ENL) collaborate effectively to maximize student learning.</b>																		
Performances																		
5.1 The teacher requests assistance from appropriate school service personnel as necessary.							X		X								X	X
5.2. The teacher shares knowledge of how to facilitate instruction for the ELL student with other educators.									X								X	X
5.3. The teacher seeks guidance and key content information from colleagues in order to plan effective lessons for the ELL.									X								X	X
5.4. The teacher works together with content area teachers to pre-teach key academic vocabulary and concepts and lay the foundation for effective student participation within the regular classroom.									X								X	X
Knowledge																		
5.1. The teacher is aware of the benefits of collaborating with peers in providing the ELL with a meaningful curriculum.						X		X	X			X		X		X	X	X
5.2. The teacher knows how to facilitate learning for the ELL and can share that knowledge with other educators and parents.						X		X	X			X		X		X	X	X



6.3. The teacher understands how to select, construct, communicate, and effectively apply assessment and observation strategies as they align with curriculum standards, goals, and instruction.					X	X		X					X		X		X
6.4. The teacher understands performance assessment.					X	X		X					X		X		X
6.5. The teacher understands curriculum evaluation as it pertains to student needs, and understands the roles of formative and summative assessments in instruction.					X	X		X					X		X		X
6.6. The teacher understands the importance of instructional modifications as they relate to student learning styles, levels of development, and needs.					X	X		X					X		X		X
6.7. The teacher understands and values cultural differences in assessment practices.					X	X		X					X		X		X
6.8. The teacher understands and is aware of the role of pre-referral in placement of students.					X	X							X				X
6.9. The teacher understands state guidelines and rules as they apply to standardized testing of the ELL.					X	X							X				X
Dispositions																	
6.1. The teacher recognizes the role of assessment in the successful development and application of curriculum.					X	X							X			X	X
6.2. The teacher recognizes and understands that students learn at different rates and at varying levels of complexity.					X	X							X			X	X
6.3. The teacher values the variety of ways to identify and to communicate student strengths and knowledge.					X	X							X			X	X
6.4. The teacher is aware of variations in student progress which may be related to cultural and linguistic differences.					X	X							X			X	X
<b>Standard #7: Teachers of English as a New Language (ENL) are reflective practitioners who actively seek opportunities .</b>																	
Performances																	
7.1. The teacher continuously examines his/her teaching for the purpose of evaluating, modifying, and expanding past practice to determine future practice.																X	X
7.2. The teacher seeks opportunities to participate in seminars, research, workshops, courses, and conferences to promote professional growth.																X	X
7.3. The teacher actively reads for professional growth and regularly networks with colleagues in the field.					X			X					X		X	X	X

Knowledge																			
7.1. The teacher is aware of current issues and trends in the field.					X		X	X				X		X		X		X	
7.2. The teacher is knowledgeable about resources available to grow professionally.					X		X	X				X		X		X		X	
7.3. The teacher understands the importance of reflective practice and self-evaluation in professional growth.					X		X	X				X		X		X		X	
Dispositions																			
7.1. The teacher values reflection, self-assessment, and self-directed learning as an ongoing process.					X		X					X		X			X	X	
7.2. The teacher is committed to activities that promote professional growth and development.					X									X			X	X	
7.3. The teacher views him/herself as an ENL educator who is able to select appropriate practices for him/herself and colleagues based on research found in professional publications and other scholarly works.					X			X						X			X	X	
<b>Standard #8: Teachers of English as a New Language (ENL) promote acceptance and understanding of cultural and language diversity in the community and in the school.</b>																			
Performances																			
8.1. The teacher supports and provides opportunities for students to become involved in the social, academic, and extended activities within the school community.								X						X			X		
8.2. The teacher encourages learning in the home by providing materials and ideas to promote active learning in the family environment.								X	X					X			X	X	
8.3. The teacher uses knowledge of community resources to create networks of community support.									X								X	X	
8.4. The teacher promotes acceptance of cultural and language diversity in the community through participation and organization of activities to celebrate international events (e.g., informational presentations that include students, family, and community).									X								X	X	
8.5. The teacher encourages students to take books home to read independently or with parents and family members.									X								X	X	
8.6. The teacher conveys educational information, including knowledge about community resources, to the parents of ELL's through proper means such as verbal or written communication and/or video presentations in the appropriate language.									X								X	X	

Knowledge																			
8.1. The teacher has knowledge of how diverse family units function.								X											X
8.2. The teacher has knowledge of community-based support services.			X					X		X									X
8.3. The teacher has knowledge of academic, social, and affective needs.			X		X			X		X			X						X
Dispositions																			
8.1. The teacher values the role of the student's language and culture.					X	X	X	X					X					X	X
8.2. The teacher values parental involvement in students' education both in the school and in the community.					X			X					X					X	X