



# Comparison of ESL License and DLE License

(Organized by TESOL/NCATE Teacher Education)

<b>Domain 1: Language</b> <i>The Dual Language Teacher should know, understand, and be able to apply the theories of first and second language acquisition and the understanding of language as a system to the classroom</i>	
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<p>Language acquisition and literacy development</p> <ul style="list-style-type: none"> <li>a. Theory and research in first and second language acquisition.</li> <li>b. Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels.</li> <li>c. Relevance of linguistic differences between the first and the second language for reading instruction in English.</li> <li>d. Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy.</li> <li>e. Formal and informal measures for assessing development in reading skills and their use with second language learners.</li> <li>f. Development of listening, speaking, reading, and writing vocabulary.</li> <li>g. Approaches and practices for developing writing skills and the use of writing tools.</li> <li>h. Writing process and formal elements of writing.</li> <li>i. Oral/Aural fluency in English at different proficiency levels.</li> <li>j. Social and academic English and academic language for the content areas.</li> <li>k. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.</li> </ul>	<p>The Dual-Language teacher <b>knows and understands</b>:</p> <ul style="list-style-type: none"> <li>How to read, write, and communicate orally in a proficient manner <b>in the language in which they will be teaching</b>.</li> <li>Theories of first (L1) and second language (L2) acquisition and development processes and the <b>interrelatedness and interdependence of first- and second-language acquisition and/or simultaneous language acquisition</b>.</li> <li>How the student's <b>proficiency</b> in listening, speaking, reading, and writing <b>in each language transfers</b> to the other language.</li> <li>Similarities and differences between all aspects of <b>both language structures</b> including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function).</li> </ul> <p>The Dual-Language teacher is <b>able to</b>:</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency in social, academic, oral and written language in the language in which they will be teaching.</li> <li>Prepare lessons, materials, and assessments in the language of instruction with a focus on teaching content and developing language.</li> <li>Apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials for teaching in the language of instruction.</li> <li>Assist learners in <b>making connections between languages</b> (e.g., noting similarities and differences,</li> </ul>

	using cognates, etc.)
<b>Domain 2: Culture</b>	
<i>The Dual-Language teacher should know, understand, and use major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all Dual-Language students</i>	
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<p>Socio-cultural and socio-emotional considerations in teaching ESL</p> <ul style="list-style-type: none"> <li>a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.</li> <li>b. The nature and role of culture and its intersection with teaching and learning.</li> <li>c. Cultural, racial, ethnic, and linguistic identity.</li> <li>d. Intercultural communication in the classroom.</li> <li>e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education.</li> <li>f. The role of the community, families, and schools in English language learner education.</li> </ul>	<p>The Dual-Language teacher <b>knows and understands</b>:</p> <p>The benefits of multilingualism and multiculturalism in a global society</p> <p>The characteristics of various processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism, multiculturalism) and the role these processes play in various models of bilingual education (e.g., by promoting additive or subtractive bilingualism /biculturalism)</p> <p>The differences between assimilation, acculturation, and cultural pluracy and their potential impact on students' <b>cultural identity</b>.</p> <p>The Dual-Language teacher is <b>able to</b>:</p> <p>Emphasize the <b>benefits of bilingualism and biculturalism</b></p> <p>Create an additive educational program that reinforces a <b>bicultural identity</b>.</p> <p>Use authentic materials from students' cultures.</p> <p>Work effectively in the classroom settings with culturally and linguistically diverse populations.</p> <p>Work effectively with families and community members from culturally and linguistically diverse populations.</p>
<b>Standard 3: Planning, Implementing, and Managing Instruction</b>	
<i>The Dual-Language teacher should know, understand, and use evidence-based practices, strategies, and program models related to planning, implementing, and managing instruction for the Dual-Language classroom.</i>	
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<p>Instructional approaches and best practices for teaching ESL</p> <ul style="list-style-type: none"> <li>a. Foundations of ESL instruction.</li> <li>b. Theories and sheltered strategies for developing English language skills in</li> </ul>	<p>The Dual-Language teacher <b>knows and understands</b>:</p> <p>1.1 The characteristics, goals, benefits, and limitations of various types of bilingual education models/programs (e.g., submersion, dual-</p>

<p>listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.</p> <p>c. Research-based practices for English language development.</p> <p>d. Program models and teaching strategies for developing and integrating language skills.</p> <p>e. Planning and implementing standards-based ESL and content instruction.</p>	<p>language/two-way bilingual, structured immersion, transitional, developmental, maintenance, early-exit, late-exit); research findings of the effectiveness of various models of bilingual education; and features that distinguish additive vs. subtractive bilingual education programs.</p> <p>Potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for language learners.</p> <p>The Dual-Language teacher is <b>able to</b>:</p> <p>Use learners' prior knowledge to facilitate their acquisition of literacy in the languages of instruction.</p> <p>Apply effective practices and strategies (i.e. sheltered instruction) to plan, implement, adapt, and modify curriculum and instruction for students with multiple language proficiency levels, students from diverse backgrounds and students with diverse learning needs (i.e. students with disabilities, gifted and talented, students with limited formal education, etc.).</p> <p>Implement effective curriculum, instruction, assessment, and evaluation for bilingual learners in their content and language of instruction.</p> <p>Use content-area instruction to promote learners' language acquisition and development in their language of instruction.</p> <p>Use content and <b>language objectives</b> effectively in order to develop <b>content knowledge and language acquisition in the language of instruction</b>.</p>
<p><b>Domain 4: Assessment</b>  <i>The Dual-Language teacher should understand the issues and concepts of assessment of Dual-Language students. Teachers should know how to assess content, language skills, and literacy in both languages of instruction.</i></p>	
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<p>5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as</p>	<p>The Dual-Language teacher <b>knows and understands</b>:</p> <p>Types of formal and informal literacy assessment in <b>both languages</b>.</p>

<p>well as possible differentiation from learning disabilities.</p>	<p>Holistic assessment which uses measures in <b>both languages side by side</b> to see students' strengths and needs.</p> <p>Assessment that aligns with state and district curriculum and content and language standards as well as the vision and goals of the program.</p> <p>The Dual-Language teacher <b>is able to:</b></p> <p>Utilize multiple sources of data to assess the academic performance of students <b>in both languages.</b></p> <p>Utilize assessment data to shape and monitor program effectiveness as well as to plan individualized, differentiated instruction.</p> <p>Utilize assessment data to track the progress of a variety of students (i.e. sub groups) in the program over time and <b>in both languages.</b></p> <p>Assess and monitor learners' level of proficiency in all domains (Speaking, Listening, Reading and Writing) <b>in both languages to plan appropriate literacy instruction.</b></p> <p>Effectively communicate data to stakeholders.</p>
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**Domain 5: Professionalism**  
*The Dual-Language teacher should act as a community resource and advocate for Dual-Language programs and students and collaborate with colleagues.*

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	<p>The Dual-Language teacher <b>knows and understands:</b></p> <p>Their role as an advocate and a resource, and provide leadership within their school and community.</p> <p>The connection between elevating the status of the second language of instruction and students' success in the second language.</p> <p>The need for ongoing professional development and the criteria for the evaluation of dual language programs and teachers.</p> <p>The Dual-Language teacher <b>is able to:</b></p> <p>Serve as an effective resource for working with language learners and facilitate collaboration among</p>

	<p>educational staff, families, and community members.</p> <p>Effectively elevate the status of the second language of instruction by stressing its value to students, community, colleagues, and parents.</p> <p>Effectively collaborate, plan and share responsibility for student growth with a partner teacher, depending on program model.</p> <p>Reflect on their own professional development and growth within the Dual Language program.</p>
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