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**MONTCLAIR STATE UNIVERSITY**  
**Program for the Preparation of Teachers of English to Speakers of Other Languages**  
**Integration of Teachers of English to Speakers of Other Languages (TESOL) Standards**  
**and the MSU Standards**

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I. TESOL Standards (Content Knowledge and Pedagogical Content Knowledge)

1. Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL student's language and literacy development and content area achievement.
  - a. Describing language.
  - b. Language acquisition and development.
2. Candidates know, understand and use the major concepts, principles, theories and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL student's cultural identities, language and literacy development, and content area achievement.
  - a. Nature and role of culture.
  - b. Cultural groups and identity.
3. Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
  - a. Planning for standards based ESL and content instruction.
  - b. Managing and implementing standards-based ESL and content instruction.
  - c. Using resources effectively in ESL and content instruction.
4. Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
  - a. Issues of assessment for ESL.
  - b. Language proficiency assessment.
  - c. Classroom-based assessment for ESL.
5. Candidates demonstrate knowledge of the history of ESL teaching. They keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues; use such information to reflect upon and improve their instructional

practices; and provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

- a. ESL research and history.
- b. Partnerships and advocacy.
- c. Professional development and collaboration.

## II. MSU Standards for Candidates in Initial Teacher Programs

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. **(See I above)**
2. Candidates understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Candidates understand the practice of culturally responsive teaching. They:
  - a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
  - b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
  - c. Understand the supports for and barriers to culturally responsive teaching in school environments.
  - d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
  - e. Have skills for learning about the diverse students they teach, and the students' families and communities.
  - f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Candidates understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.

6. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.
7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Candidates create a learning community in the classroom. They:
  - a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
  - b. Establish and maintain appropriate standards of behavior.
  - c. Provide an environment that is safe and conducive to learning.
  - d. Use instructional time effectively.
9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
11. Candidates speak and write English fluently and communicate clearly.
12. Candidates develop dispositions expected of professional educators:
  - a. Belief in the educability of all children.
  - b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
  - c. Belief that all children bring talents and strengths to learning.
  - d. Attitude that students' strengths are a basis for growth and their errors are opportunities for learning.
  - e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities.
  - f. Appreciation for multiple ways of knowing.
  - g. Commitment to the expression and use of democratic values in the classroom.

- h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
- i. Commitment to the ethical and enculturating responsibilities of educators.
- j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
- k. Commitment to teaching.