

8710.4400 TEACHERS OF ENGLISH AS A SECOND LANGUAGE.

Subpart 1. **Scope of practice.** A teacher of English as a second language is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide English language instruction to students whose English proficiency is not sufficient to benefit from the curriculum through mainstream instruction in English or to collaborate and consult with other classroom teachers for the purpose of integrating language and content teaching for English learners.

Subp. 2. **Licensure requirements.** A candidate for licensure to teach English as a second language to students in kindergarten through grade 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and

C. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to the licensure of teachers of English as a second language in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of English as a second language must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to J.

A. An English as a second language teacher demonstrates a high level of proficiency in English commensurate with the role of an instructional model and develops an awareness of the process of formal language learning by learning a second language through two years of second language instruction in a high school setting or one year of second language instruction in a postsecondary setting, or the equivalent.

B. An English as a second language teacher understands a variety of methods, techniques, and program models suitable for second language instruction with diverse learners including adapting existing materials to meet the needs of English learners. The teacher must:

(1) demonstrate an understanding of the importance of using multiple forms of instructional approaches to address different learning styles, background experiences, and performance modes of English learners;

(2) be able to adopt appropriate learning materials and adapt teaching strategies to meet the second language needs of English learners in a school setting; and

(3) understand the developmental progression and range of individual variation of English learners in the context in which taught.

C. An English as a second language teacher uses various content-based methodologies and integrates language acquisition and use of language functions across learning experiences to facilitate full inclusion of English learners in the school setting. The teacher must:

- (1) understand how limited English proficiency affects learning; and
- (2) understand that both language learning and subject matter content are essential to student success in an academic setting.

D. An English as a second language teacher demonstrates the ability to communicate successfully with students, parents, colleagues, and community members. The teacher must:

- (1) understand that cultural practices may differ and that these differences may affect the way students learn;
- (2) understand schools as organizations within the larger community context and that successful communication with parents must be undertaken within that larger sociocultural framework;
- (3) understand how the student's environment, including family circumstances, community systems, and health and economic conditions, may influence learning; and
- (4) work with other professionals to improve the quality of educational services provided to English learners.

E. An English as a second language teacher demonstrates an understanding of communication instruction in the second language context and the importance of developing communication skills in listening, speaking, reading, and writing across the curriculum. The teacher must:

- (1) understand the differences between literacy development in the first language and the second language, and the implications for teaching second language learners;
- (2) understand how to develop communication skills in listening, speaking, reading, and writing as an important contributor to academic success across the curriculum; and
- (3) understand and use a variety of communication techniques and be able to use verbal, nonverbal, and multimedia and other technology based resources that enhance student learning.

F. An English as a second language teacher understands and uses formal and informal second language assessment techniques to determine appropriate placement and to evaluate the progress of English learners. The teacher knows and uses criteria for determining the readiness of students to enter and exit English learner programs. The teacher must:

- (1) understand the characteristics, uses, advantages, and limitations of formal and informal second language assessment techniques;
- (2) understand the limitations of using traditional assessment procedures in the identification and placement of English learners in academic programs, including gifted and special education programs;
- (3) understand second language assessment including item and test construction methods appropriate for English learners; and

(4) know how to administer, interpret, and explain the results of standardized tests and alternative methods of assessment to English learners, the students' parents, and to colleagues.

G. An English as a second language teacher understands the contributions of general and applied linguistics to second language education. The teacher must:

- (1) understand basic linguistic concepts;
- (2) understand features of English including phonology, morphology, syntax, and semantics;
- (3) relate knowledge of English to other languages; and
- (4) understand the history and development of the English language.

H. An English as a second language teacher understands the fundamentals of the first and second language acquisition processes and their similarities and differences. The teacher must:

- (1) understand the processes of first and second language acquisition; and
- (2) understand that there are similarities and differences between child, adolescent, and adult language acquisition.

I. An English as a second language teacher is aware of how the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction. The teacher must:

- (1) understand cultural pluralism in the United States, how cultural and social differences are reflected;
- (2) be knowledgeable about the sociolinguistic dynamics of the cultures of the United States; and
- (3) understand how cultural, linguistic, ethnic, regional, and gender differences affect communication in the classroom.

J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding;

(4) understand the role and alignment of district, school, and department mission and goals in program planning;

(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities; and

(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process.

Subp. 3a. **Student teaching and field experiences.** A candidate for licensure to teach English as a second language must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 4. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

Statutory Authority: *MS s 122A.09; 122A.18*

History: *23 SR 1928; L 2012 c 239 art 1 s 33; L 2015 c 21 art 1 s 110; 39 SR 822; L 2017 1Sp5 art 12 s 22*

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