Virginia Board of Education Agenda Item

Agenda Item: H **Date:** May 26, 2016

Title	First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis English to Speakers of Other Languages Test as a Professional Teacher's Assessment for the English as a Second Language PreK-12 Endorsement		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
No previous review or action.

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
June 23, 2016

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 5: The approval of a passing score on the professional teacher's assessment supports the goal of highly qualified and effective educators in Virginia's classrooms and schools.

The *Constitution of Virginia* and the *Code of Virginia* provide authority for the Board of Education to promulgate *Licensure Regulations for School Personnel*.

Article VIII, Section 4 of the *Constitution of Virginia states, in part, the following:*

> "The general supervision of the public school system shall be vested in a Board of Education…."

The Board of Education has the statutory authority to prescribe licensure requirements. Section 22.1-298.1 of the *Code of Virginia*, states:

§ 22.1-298.1. **Regulations governing licensure.**

A. As used in this section:

"Alternate route to licensure" means a nontraditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

"Industry certification credential" means an active career and technical education credential that is earned by successfully completing a Board of Education-approved industry certification examination, being issued a professional license in the Commonwealth, or successfully completing an occupational competency examination.

"Licensure by reciprocity" means a process used to issue a license to an individual coming into the Commonwealth from another state when that individual meets certain conditions specified in the Board of Education's regulations.

"Professional teacher's assessment" means those tests mandated for licensure as prescribed by the Board of Education.

"Provisional license" means a nonrenewable license issued by the Board of Education for a specified period of time, not to exceed three years, to an individual who may be employed by a school division in the Commonwealth and who generally meets the requirements specified in the Board of Education's regulations for licensure, but who may need to take additional coursework or pass additional assessments to be fully licensed with a renewable license.

"Renewable license" means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education's regulations.

B. The Board of Education shall prescribe, by regulation, the requirements for the licensure of teachers and other school personnel required to hold a license. Such regulations shall include requirements for the denial, suspension, cancellation, revocation, and reinstatement of licensure. The Board of Education shall revoke the license of any person for whom it has received a notice of dismissal or resignation pursuant to subsection F of § 22.1-313 and, in the case of a person who is the subject of a founded complaint of child abuse or neglect, after all rights to any appeal provided by § 63.2-1526 have been exhausted. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

The Board of Education shall prescribe by regulation the licensure requirements for teachers who teach only online courses, as defined in § 22.1-212.23. Such license shall be valid only for teaching online courses. Teachers who hold a five-year renewable license issued by the Board of Education may teach online courses for which they are properly endorsed.

C. The Board of Education's regulations shall include requirements that a person seeking initial licensure:

1. Complete professional assessments as prescribed by the Board of Education;
2. Complete study in attention deficit disorder;
3. Complete study in gifted education, including the use of multiple criteria to identify gifted students; and
4. Complete study in methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and at school.

D. In addition, such regulations shall include requirements that:

1. Every person seeking initial licensure or renewal of a license demonstrate proficiency in the use of educational technology for instruction;
2. Every person seeking initial licensure and persons seeking licensure renewal as teachers who have not completed such study shall complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes;
3. Every person seeking initial licensure or renewal of a license shall receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments;
4. Every person seeking renewal of a license shall complete all renewal requirements, including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education;
5. Every person seeking initial licensure or renewal of a license shall provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators. The certification or training program shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training;
6. Every person seeking licensure with an endorsement as a teacher of the blind and visually impaired shall demonstrate proficiency in reading and writing Braille; and
7. Every teacher seeking an initial license in the Commonwealth with an endorsement in the area of career and technical education shall have an industry certification credential in the area in which the teacher seeks endorsement. If a teacher seeking an initial license in the Commonwealth has not attained an industry certification credential in the area in which the teacher seeks endorsement, the Board may, upon request of the employing school division or educational agency, issue the teacher a provisional license to allow time for the teacher to attain such credential.

E. The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board.

F. The Board shall establish criteria in its regulations to effectuate the substitution of experiential learning for coursework for those persons seeking initial licensure through an alternate route as defined in Board regulations.

G. Notwithstanding any provision of law to the contrary, the Board may provide for the issuance of a provisional license, valid for a period not to exceed three years, pursuant to subdivision D 7 or to any person who does not meet the requirements of this section or any other requirement for licensure imposed by law.

H. The Board's licensure regulations shall also provide for licensure by reciprocity:

1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;
2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § 22.1-298.2 and service requirements shall not be imposed for these licensed individuals; however, other licensing assessments, as prescribed by the Board of Education, shall be required; and
3. The Board may include other provisions for reciprocity in its regulations.

Code of Virginia, Section 22.1-16. Bylaws and regulations generally.
Code of Virginia, Section 22.1-299. License required of teachers.
Code of Virginia, Section 22.1-305.2. Advisory Board on Teacher Education and Licensure.

Currently, the Virginia Board of Education requires the following licensure assessments:

- Virginia Communication and Literacy Assessment (VCLA)
- Praxis II: Specialty Area Tests
- Reading for Virginia Educators (RVE)
- School Leaders Licensure Assessment (SLLA) -- The SLLA is specific to the Administration and Supervision PreK-12 endorsement.

The Board prescribes the Praxis (specialty area) tests as a professional teacher's assessment requirement for initial licensure in Virginia. A Praxis II specialty area test has not been prescribed for individuals seeking an initial license with an endorsement in English as a Second Language PreK-12.

The Educational Testing Service (ETS) has developed a Praxis English to Speakers of Other Languages (5362) test. The Praxis English to Speakers of Other Languages test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching English learners in elementary or secondary schools.

Upon Board approval, individuals would be required to meet the Praxis English to Speakers of Other Languages (5362) test requirement for initial licensure, and individuals holding a teaching license also would be eligible to add the English as a Second Language PreK-12 endorsement by passing the

assessment. The *Licensure Regulations for School Personnel* allow any individual who holds a Virginia teaching license to add an endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. [This testing option does not apply to individuals who are seeking an Early/Primary PreK-3 or Elementary Education PreK-6 endorsement or who hold a Technical Professional License, Vocational Evaluator License, Pupil Personnel Services License, School Manager License, or Division Superintendent License.]

Summary of Important Issues:
A multistate standard-setting study was conducted by ETS in December 2015, for the Praxis English to Speakers of Other Languages (5362) test. Participants from 24 states, Guam, and the U.S. Virgin Islands served on the multistate study panel. Virginia was represented by two educators who were nominated by Virginia school divisions. A detailed summary of the study, *Multistate Standard-Setting Technical Report – Praxis® English to Speakers of Other Languages (5362)* is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the study were to: (a) recommend the minimum passing score for the Praxis English to Speakers of Other Languages (5362) test and (b) confirm the importance of the Praxis content specifications for entry-level English as a Second Language PreK-12 teachers.

The Praxis *Test at a Glance* document (Appendix B) describes the purpose and structure of the assessment. The Praxis English to Speakers of Other Languages (5362) test contains 120 selected-response items covering six content areas:

Foundations of Linguistics (approximately 22 items);
Foundations of Language Learning (approximately 26 items);
Planning and Implementing Instruction (approximately 28 items);
Assessment and Evaluation (approximately 18 items);
Culture (approximately 13 items); and
Professionalism and Advocacy (approximately 13 items).

The reporting scale for the Praxis English to Speakers of Other Languages (5362) test ranges from 100 to 200 scaled-score points. The *Test at a Glance* (Appendix B) provides representative descriptions of topics covered in each category.

Costs associated with the administration of Praxis tests will be incurred by the ETS. Prospective teachers are required to pay test fees.

Multistate Standard-Setting Study

The multistate standard-setting study is detailed in Appendix A. The multistate panel recommended a passing score of 69 out of a possible 110 raw-score points. The scaled score associated with a raw score of 69 is 155 on a 100 to 200 scale.

The multistate standard-setting study provides the estimated Conditional Standard Error of Measurement (CSEM). The CSEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in the test takers level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the scores that precisely reflect the test taker's actual level of knowledge or ability. The difference between a test taker's actual score and their highest or lowest hypothetical score is known as the standard error of measurement.

The CSEM for the recommended passing scores for multistate standard-setting study are shown below. Note that consistent with the recommended passing score, the passing scores at the different CSEM have been rounded to the next highest number, and the rounded values are converted to scaled scores.

Conditional Standard Error of Measurement Summaries
English to Speakers of Other Languages (5362)

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score – Multistate Panel

Recommended passing score (CSEM)		Scale score equivalent
69 (5.09)		155
-2 CSEM	59	143
-1 CSEM	64	149
+1 CSEM	75	163
+2 CSEM	80	169

At the April 25, 2016, meeting, the Advisory Board on Teacher Education and Licensure recommended that the Virginia Board of Education approve the use of the Praxis English to Speakers of Other Languages (5362) test as a professional teacher's assessment for the English as a Second Language PreK-12 endorsement and set a passing score of 149 for the test. The passing score recommended by the Advisory Board is one CSEM below the multi-state panel recommended passing score. The Advisory Board recommended an implementation date of July 1, 2016, with the exception of individuals applying for licensure through Virginia approved programs who would become subject to the requirement effective September 1, 2017.

Impact on Fiscal and Human Resources:
Costs associated with the administration of the Praxis English to Speakers of Other Languages (5362) assessment will be incurred by the Educational Testing Service. Prospective teachers are required to pay test fees.

Timetable for Further Review/Action:
Upon approval by the Board of Education, school divisions and institutions of higher education will be notified of the Praxis English to Speakers of Other Languages (5362) test requirement.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure's recommendation to: (1) approve the use of the Praxis English to Speakers of Other Languages (5362) test as a professional teacher's assessment for the English as a Second Language PreK-12 endorsement; (2) set a passing score of 149 for the test; and (3) implement the test requirement on July 1, 2016, with the exception of individuals applying for licensure through Virginia approved programs who would become subject to the requirement effective September 1, 2017.

Appendices

APPENDIX A

Multistate Standard-Setting Technical Report

Praxis® ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362)

December 2015

APPENDIX B

Test at a Glance

Praxis® ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362)

Measuring the Power of Learning.™

Multistate Standard-Setting Technical Report

PRAXIS® ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

December 2015

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® English to Speakers of Other Languages (ESOL) (5362) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 24 states, Guam, and the U.S. Virgin Islands were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either ESOL teachers or college faculty who prepare ESOL teachers and (b) familiarity with the knowledge and skills required of beginning ESOL teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* English to Speakers of Other Languages test, the recommended passing score[1] is 69 out of a possible 110 raw-score points. The scale score associated with a raw score of 69 is 155 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score. Two ouliers were removed from the Panel 1 recommendation before the results from both panels were averaged.

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® English to Speakers of Other Languages (5362) test, research staff from ETS designed and conducted a multistate standard-setting study in 2015 in Princeton, New Jersey. Education agencies[2] recommended panelists with (a) experience as either ESOL teachers or college faculty who prepare ESOL teachers and (b) familiarity with the knowledge and skills required of beginning ESOL teachers. Twenty-four states, Guam, and the U.S. Virgin Islands (Table 1) were represented by 41 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating Jurisdictions and Number of Panelists

Alabama (3 panelists)	Nevada (1 panelist)
Arkansas (1 panelist)	North Carolina (4 panelists)
Connecticut (2 panelists)	North Dakota (1 panelist)
Guam (1 panelist)	Pennsylvania (1 panelist)
Hawaii (1 panelist)	Rhode Island (2 panelists)
Idaho (2 panelists)	South Dakota (1 panelist)
Iowa (2 panelists)	U.S.Virgin Islands (1 panelist)
Kansas (1 panelist)	Utah (1 panelist)
Kentucky (1 panelist)	Virginia (2 panelists)
Louisiana (1 panelist)	Vermont (2 panelists)
Maryland (2 panelists)	Wisconsin (2 panelists)
Maine (1 panelist)	West Virginia (2 panelists)
New Hampshire (1 panelist)	Wyoming (2 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

accordance with applicable regulations. This study provides a recommended passing score,[3] which represents the combined judgments of two panels of experienced educators. Each jurisdiction may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* English to Speakers of Other Languages passing score (see Geisinger & McCormick, 2010). A jurisdiction may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ)[4]. The former addresses the reliability of the *Praxis* English to Speakers of Other Languages test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including a *Praxis* English to Speakers of Other Languages test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a jurisdiction to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each jurisdiction should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score

[3] In addition to the recommended passing score <u>averaged</u> across the two panels, the recommened passing scores for <u>each</u> panel are presented.
[4] See Technical Note 1

suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The jurisdiction needs to consider which decision error is more important to minimize.

Overview of the *Praxis*® English to Speakers of Other Languages Test

The Praxis® English to Speakers of Other Languages *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level ESOL teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected-response items[5] covering six content areas: *Foundations Of Linguistics* (approximately 22 items), *Foundations Of Language Learning* (approximately 26 items), *Planning And Implementing Instruction* (approximately 28 items), *Assessment And Evaluation* (approximately 18 items), *Culture* (approximately 13 items), and *Professionalism And Advocacy* (approximately 13 items).[6] The reporting scale for the *Praxis* English to Speakers of Other Languages test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

Reviewing the Test

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[5] Ten of the 120 selected-response items are pretest items and do not contribute to a candidate's score.
[6] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

DEFINING THE JUST QUALIFIED CANDIDATE

Following the review of the test, panelists described the Just Qualified Candidate. The *Just Qualified Candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Panel 1 created a description of the Just Qualified Candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the Just Qualified Candidate. The full panel then reconvened and, through whole-group discussion, created the description of the Just Qualified Candidate to use for the remainder of the study.

The written description of the Just Qualified Candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the Just Qualified Candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the Just Qualified Candidate description).

For Panel 2, the panelists began with the description of the Just Qualified Candidate developed by Panel 1. Given that the multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use consistent Just Qualified Candidate description to frame their judgments. The panelists reviewed the Just Qualified Candidate description, and any ambiguities were discussed and clarified.

PANELISTS' JUDGMENTS

The standard-setting process for the *Praxis* English to Speakers of Other Languages test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the Just Qualified Candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the Just Qualified Candidate would answer the item correctly. The higher the value, the more likely it is that the Just Qualified Candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the Just Qualified Candidate and the item and decided how the Just Qualified Candidate would respond to the item, based on the definition of the Just Qualified Candidate's knowledge and skill and on what knowledge and skills are needed to correctly answer the question. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items that the Just Qualified Candidate is less likely to answer correctly should be in the 0 to .30 range.
- Items that the Just Qualified Candidate is moderately likely to answer correctly should be in the .40 to .60 range.
- Items that the Just Qualified Candidate is more likely to answer correctly should be in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that the Just Qualified Candidate would be more likely to answer an item correctly, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were

highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the Just Qualified Candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the Just Qualified Candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 41 educators representing 24 states, Guam, and the U.S. Virgin Islands. (See Appendix A for a listing of panelists.) Twenty-six panelists were teachers, 11 were college faculty, three were administrators or department heads, and one held another position. All of the faculty members' job responsibilities included the training of ESOL teachers.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

	N	%
Current position		
Teacher	26	63
Administrator/Department head	3	7
College faculty	11	27
Other	1	2
Race		
White	26	63
Black or African American	2	5
Hispanic or Latino	9	22
Asian or Asian American	2	5
Native Hawaiian or Other Pacific Islander	1	2
Other	1	2
Gender		
Female	34	83
Male	7	17
Are you currently certified to teach this subject in your state?		
Yes	32	78
No	9	22
Are you currently teaching this subject in your state?		
Yes	37	90
No	4	10
Are you currently supervising or mentoring other teachers of this subject?		
Yes	29	71
No	12	29
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	8	20
Middle school (6–8 or 7–9)	4	10
Elementary and Middle School	3	7
High school (9–12 or 10–12)	3	7
All Grades	8	20
Other	2	5
Not currently teaching at the K–12 level	13	32

Table 2 (continued)
Panel Member Demographics (Across Panels)

	N	%
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	6	15
4–7 years	11	27
8–11 years	10	24
12–15 years	6	15
16 years or more	8	20
Which best describes the location of your K–12 school?		
Urban	10	24
Suburban	12	29
Rural	8	20
Not currently working at the K–12 level	11	27
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	11	27
No	0	0
Not college faculty	30	73

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments (Round 2) of panelists. The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[7] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable. Table 3 also shows the judgments from Panel 1 with two outliers removed. ETS recommends removing those outliers when considering the Panel 1 recommendation. Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

[7] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 1 (2 outliers removed)	Panel 2
Average	63.99	65.81	71.55
Lowest	46.20	55.60	60.10
Highest	82.90	82.90	84.70
SD	7.80	5.72	6.74
SEJ	1.74	1.35	1.47

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel's recommended passing score, with two outliers from Panel 1 removed.

The panels' passing score recommendations for the *Praxis* English to Speakers of Other Languages test are 65.81 for Panel 1 and 71.55 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number, to determine the functional recommended passing score — 66 for Panel 1 and 72 for Panel 2. The scale scores associated with 66 and 72 raw points are 152 and 159, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* English to Speakers of Other Languages test is 68.90 (out of a possible 110 raw-score points). The value was rounded to 69 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 69 raw points is 155.

Table 4 presents the estimated conditional standard error of measurement (CSEM)[8] around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score[9]

Recommended passing score (CSEM)		Scale score equivalent
	69 (5.09)	155
-2 CSEM	59	143
-1 CSEM	64	149
+ 1 CSEM	75	163
+ 2 CSEM	80	169

Note. **CSEM = conditional standard error(s) of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

[8] See Technical Note 2

[9] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scale scores.

All panelists reported that the description of the Just Qualified Candidate was at least *somewhat influential* in guiding their standard-setting judgments; 38 of the 41 panelists indicated the description was *very influential*. Forty of the 41 panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. More than half of the panelists (24 of the 41 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

Thirty-nine of the 41 panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 23 of the 41 panelists were *very comfortable*. Thirty-nine of the 41 panelists indicated the recommended passing score was *about right* with the remaining panelists indicating that the passing score was *too low*.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* English to Speakers of Other Languages test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* English to Speakers of Other Languages test, the recommended passing score[10] is 69 out of a possible 110 raw-score points. The scale score associated with a raw score of 69 is 155 on a 100–200 scale.

[10] Results from the two panels participating in the study were averaged to produce the recommended passing score.

TECHNICAL NOTES

1. Standard Error of Judgment (SEJ)

   The SEJ is one way of estimating the reliability or consistency of a committee's standard-setting judgments. It indicates how likely it would be for several other committees of educators similar in makeup, experience, and standard-setting training to the current committee to recommend the same passing score on the same form of the test. An SEJ assumes that committee members are randomly selected and that standard-setting judgments are independent. It is seldom the case that committee members are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

2. Estimated Conditional Standard Error of Measurement (CSEM)

   The estimated Conditional Standard Error of Measurement (CSEM) for a test consisting of selected-response questions is computed from the study value (SV) of the recommended passing score and the number of selected-response questions (n) on the test (ETS, 1997, Lord 1984).

$$\text{CSEM}_{\text{SR}} = \sqrt{\frac{(SV)(n-SV)}{n-1}}$$

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

Panelist	**Affiliation**
Estanislado S. Barrera	Louisiana State Univeristy (LA)
Jennifer Borch	Thomas Fleming School (VT)
Allowyn Gem Boyd	Luis P. Untalan Middle School (GU)
Dixie Brackman	Laramie Junior High School (WY)
Katy Brammer	University of Wyoming Laboratory School (WY)
Daniel Caveney	West Allis West Milwaukee School District (WI)
Marty Christie	USD 305 Salina Public Schools (KS)
Christa de Kleine	Notre Dame of Maryland University (MD)
Michelle Dotson	Pine Bluff School District (AR)
Rachel Fisher	Morgan County Schools (WV)
Katrena Flores	Huntsville City Schools (AL)
Shawn Ford	Kapiolani Community College (HI)
Lindsay Frankenfeld	Douglas School District (SD)
Norma Gonzalez-Mattingly	Mount Mercy University (IA)
Stephanie Granata	Highlander Charter School (RI)
Aranka Gyuk	Burlington School District, Saint Michael's College (VT)
Jillian Haeseler	North Carolina State University (NC)
Robert Hartman	Lyman Moore Middle School (ME)
Lisa Jacobsmeyer	Henderson ES, Prince William Co. Schools (VA)
Renee Levi	College Community (IA)
Shu-Yuan Lin	Idaho State University (ID)
Sara Mahuron	Lewis-Clark State College (ID)

Participating Panelists With Affiliation (continued)

Panelist	**Affiliation**
Pavel Miranda	Pasquotank County High School (NC)
Jessica Moats	Harrison County Board of Education (WV)
Nancy Morse	Hollis School District (NH)
Rolando Nacif	Dare County Schools (NC)
Elizabeth Patton	University of Louisville (KY)
Jose Perez	Virgin Islands Dept. of Education, St Croix School District (VI)
Carissa Pokorny-Golden	Kutztown University (PA)
Sally Powell	Carroll County Public Schools (MD)
Karen Ragland	Burrillville School Department (RI)
Haymee Ramirez	Hoover City Schools (AL)
Zayra Rivera	CTHSS (CT)
Diana Rodriguez	Laurel Park Middle School (VA)
Iva Rousseva-Stoev	Connecticut Technical High School System – Henry Abbott Technical High School (CT)
Cinthya Saavedra	Utah State University (UT)
Teresa Shume	North Dakota State University (ND)
Barbara Stafslien	Instructional Design and Professional Learning (NV)
Li Stewart	Thomasboro Academy PreK-8 (NC)
Heather Sullivan	Madison Elementary School (WI)
Andrea Word	The University of Alabama in Huntsville (AL)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis® English to Speakers of Other Languages (5362) Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the *Praxis* English to Speakers of Other Languages Test

Review the *Praxis* English to Speakers of Other Languages Test

Discuss the *Praxis* English to Speakers of Other Languages Test

Lunch

Define the Knowledge/Skills of a Just Qualified Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

AGENDA

Praxis® English to Speakers of Other Languages (5362) Standard-Setting Study

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Break

Round 1 Feedback and Round 2 Judgments (continued)

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

JUST QUALIFIED CANDIDATE DESCRIPTION

Description of the Just Qualified Candidate[11]

A Just Qualified Candidate …

Foundations of Linguistics

1. Understands the basic level of phonetics, stress and intonation patterns, and the effects of phonetic environment on pronunciation
2. Analyzes and applies most of the conventions and usage of written English
3. Knows that languages differ from and are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics

Foundations of Language Learning

4. Understand the basic theories of L1 and L2 language acquisition and utilizes the similarities and difference between both
5. Understand and analyze the literacy development of EL's
6. Understands and interprets how first language literacy influences the development of L2 literacy

Planning and Implementing Instruction

7. Is familiar with a variety of instructional methods and approaches sufficient to meet learning objectives and individual student needs
8. Demonstrates application of scaffolding to support student learning in a variety of contexts
9. Provides appropriate constructive feedback in a culturally responsive and linguistically accurate manner that fosters a supportive learning environment
10. Demonstrates awareness of how language disabilities may be masked by varying levels of language proficiencies

Assessment and Evaluation

11. Understands that classroom assessments need to be adapted for ELs and can identify basic strategies to differentiate assessments
12. Recognize there are assessment related issues such as validity, reliability, and language and cultural bias
13. Understand the relationship between assessment data and planning, and recognize the need to use assessment data to plan instruction

Culture

14. Recognize and respect the ways cultural variables may affect second-language acquisition and teaching

Professionalism and Advocacy

15. Identifies and understands appropriate strategies for language acquisition when planning and collaborating with ELs, their families, school personnel, and community members
16. Understands the basic knowledge of the legal provisions and ethical implications of laws regarding ELs

[11] Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	**%**	***N***	**%**
Current position				
Teacher	14	70	12	57
Administrator/Department head	1	5	2	10
College faculty	4	20	7	33
Other	1	5	0	0
Race				
White	13	65	13	62
Black or African American	0	0	2	10
Hispanic or Latino	5	25	4	19
Asian or Asian American	1	5	1	5
Native Hawaiian or Other Pacific Islander	0	0	1	5
Other	1	5	0	0
Gender				
Female	17	85	17	81
Male	3	15	4	19
Are you currently certified to teach this subject in your state?				
Yes	16	80	16	76
No	4	20	5	24
Are you currently teaching this subject in your state?				
Yes	18	90	19	90
No	2	10	2	10
Are you currently supervising or mentoring other teachers of this subject?				
Yes	14	70	15	71
No	6	30	6	29
At what K–12 grade level are you currently teaching this subject?				
Elementary (K–5 or K–6)	4	20	4	19
Middle school (6–8 or 7–9)	3	15	1	5
Elementary and Middle School	2	10	1	5
High school (9–12 or 10–12)	1	5	2	10
All Grades	4	20	4	19
Other	1	5	1	5
Not currently teaching at the K–12 level	5	25	8	38

Table D1 (continued)

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	**%**	***N***	**%**
Including this year, how many years of experience do you have teaching this subject?				
3 years or less	2	10	4	19
4–7 years	7	35	4	19
8–11 years	5	25	5	24
12–15 years	1	5	5	24
16 years or more	5	25	3	14
Which best describes the location of your K–12 school?				
Urban	5	25	5	24
Suburban	5	25	7	33
Rural	6	30	2	10
Not currently working at the K–12 level	4	20	7	33
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?				
Yes	4	20	7	33
No	0	0	0	0
Not college faculty	16	80	14	67

Table D2

Passing Score Summary by Round of Judgments

	Panel 1		Panel 2	
Panelist	**Round 1**	**Round 2**	**Round 1**	**Round 2**
1	88.05	82.90	67.70	67.90
2	67.50	68.10	71.40	70.70
3	62.65	62.00	75.90	76.30
4	48.95	49.05	64.75	63.30
5	56.85	59.65	92.10	84.70
6	54.75	55.60	69.15	68.05
7	65.95	67.20	85.55	78.25
8	68.90	66.85	64.40	67.50
9	69.15	69.35	67.60	70.40
10	63.15	63.05	80.65	78.90
11	64.90	65.25	70.75	71.95
12	45.40	46.20	69.70	68.80
13	71.05	69.25	59.60	61.20
14	67.65	67.35	60.10	60.10
15	70.40	68.60	67.90	65.45
16	59.65	60.30	80.05	79.85
17	61.65	61.65	85.45	76.70
18	71.50	67.80	69.60	69.50
19	66.70	66.00	72.75	72.95
20	65.60	63.70	83.00	81.85
21			67.60	68.10
Average	64.52	63.99	72.65	71.55
Lowest	45.40	46.20	59.60	60.10
Highest	88.05	82.90	92..10	84.70
SD	9.02	7.80	8.77	6.74
SEJ	2.02	1.74	1.91	1.47

With Outliers #4 and #12 removed	
Average	65.81
Lowest	55.60
Highest	82.90
SD	5.72
SEJ	1.35

Table D3

Final Evaluation: Panel 1

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	20	100	0	0	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	20	100	0	0	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	18	90	2	10	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	17	85	2	10	1	5	0	0
• The opportunity for feedback and discussion between rounds was helpful.	15	75	5	25	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	16	80	4	20	0	0	0	0

Table D3 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	%	*N*	%	*N*	%
• The description of the Just Qualified Candidate	18	90	2	10	0	0
• The between-round discussions	10	50	9	45	1	5
• The knowledge/skills required to answer each test item	17	85	3	15	0	0
• The passing scores of other panel members	5	25	14	70	1	5
• My own professional experience	14	70	6	30	0	0

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	9	45	9	45	0	0	2	10

	Too low		About right		Too high	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	2	10	18	90	0	0

Table D4

Final Evaluation: Panel 2

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	20	95	1	5	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	19	90	2	10	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	20	95	1	5	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	17	81	4	19	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	17	81	4	19	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	15	71	6	29	0	0	0	0

Table D4 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	%	*N*	%	*N*	%
• The description of the Just Qualified Candidate	20	95	1	5	0	0
• The between-round discussions	8	38	13	62	0	0
• The knowledge/skills required to answer each test item	20	95	1	5	0	0
• The passing scores of other panel members	1	5	18	86	2	10
• My own professional experience	10	48	11	52	0	0

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	14	67	7	33	0	0	0	0

	Too low		About right		Too high	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0	21	100	0	0

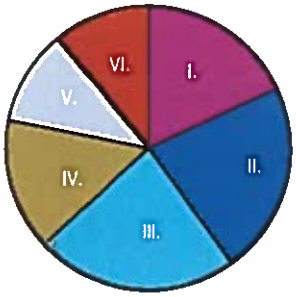
The PRAXIS Series

Measuring the Power of Learning.™

English to Speakers of Other Languages (5362)

Test at a Glance

Test Name	**English to Speakers of Other Languages**
Test Code	**5362**
Time	**120 minutes**
Number of Questions	**120 Selected-response questions**
Test Delivery	**Computer Delivered**



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Foundations of Linguistics	22	18%
II. Foundations of Language Learning	26	22%
III. Planning and Implementing Instruction	28	23%
IV. Assessment and Evaluation	18	15%
V. Culture	13	11%
VI. Professionalism and Advocacy	13	11%

About This Test

The English to Speakers of Other Languages (ESOL) test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

ETS has aligned the questions on this test with the TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education as developed by Teachers of English to Speakers of Other Languages, Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP), formerly known as the National Council for the Accreditation of Teacher Education, Inc. (NCATE). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

This test may contain some questions that do not count toward your score.

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Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Foundations Of Linguistics

A. Understands phonetics, stress and intonation patterns, and the effects of phonetic environment on pronunciation

B. Is familiar with IPA (the International Phonetic Alphabet)

C. Understands the various types of morphemes and how they are used in word formation

D. Understands the usage of English syntax

E. Understands the parts of speech, including their structural, semantic, and functional characteristics

F. Understands semantics and how combinations of words convey meaning

G. Knows that languages differ from or are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics

H. Understands the concepts of pragmatics

I. Understands the concepts of sociolinguistics

J. Knows the concept of World Englishes

K. Understands the conventions of written English (i.e., mechanics)

L. Understands the rhetorical patterns and range of genres used in written English

M. Understands the concept of communicative competence

N. Knows about the inconsistencies and irregularities of the English language

II. Foundations Of Language Learning

A. Understands the distinction between social and academic language functions

B. Understands the similarities and differences between first- and second-language acquisition, and how learners' first language can affect their second-language production and reception

C. Understands the processes of second-language acquisition including research-based models

D. Knows the different types of affective factors and their implications for the second-language learning process

E. Understands the relationship between English phonemes and graphemes and the rules of phonics

F. Understands the literacy development of ELs

G. Understands how first-language literacy influences the development of literacy in English

H. Understands that, in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, emotional)

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III. Planning And Implementing Instruction

A. Knows the implication of dialect variation for the instruction of English learners

B. Understands various methods and approaches in teaching ELs and knows how to select the most appropriate methods for the context

C. Knows a variety of instructional delivery models specific for ELs

D. Knows how to identify appropriate and measureable objectives that align to language and content standards

E. Knows how to design appropriate classroom activities that connect to learning objectives for ELs

F. Knows how to design appropriate assessments that connect to learning objectives for ELs

G. Is familiar with ways to collaborate with other educators in designing classroom activities appropriate to the proficiency levels of English learners

H. Knows how to effectively integrate the four domains of language (i.e., speaking, listening, reading, and writing) into instruction

I. Knows how to promote ELs' acquisition of receptive and productive skills

J. Knows how and when to apply a variety of strategies for teaching language skills contextually or targeting them discretely

K. Knows how to promote autonomous learning through cognitive and metacognitive strategies with ELs

L. Understands techniques that activate students' prior knowledge and that build new knowledge to support acquisition of content and language

M. Knows how to organize instruction that provides students with meaningful opportunities to use language

N. Understands effective practices for teaching literacy to ELs

O. Understands how to select, modify, and/or create culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources to support ELs' learning styles and needs

P. Is familiar with how technologies can be used to support language development, instruction, and learning

Q. Understands how to create a secure, supportive, and culturally respectful learning environment for ELs

R. Knows how and when to use constructive feedback to facilitate English-language learning

S. Knows how to create a language-, text-, and print-rich environment at a linguistic and an age- appropriate level that promotes academic growth

T. Understands how to differentiate instruction for ELs based on individual student needs and language proficiency levels

U. Knows how to recognize and be instructionally responsive to Students with Interrupted Formal Education (SIFEs)

V. Understands that there are differences between planning for ELs with learning disabilities, being aware that instruction will need to be adapted for ELs receiving special education or gifted services

W. Understands the importance of language modeling, comprehensible input and output, and scaffolding for English language learning

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IV. Assessment And Evaluation

A. Familiar with the role of assessment in the identification, placement, and exit from language-support programs

B. Understands a variety of formal and informal methods to assess receptive and productive language skills

C. Knows how to develop and administer formative and summative classroom assessments to determine ELs' language skills, inform instruction, and document student growth

D. Knows there are a variety of accommodations for state-mandated content-area testing for ELs

E. Knows ways to adapt classroom assessments for ELs

F. Knows that some ELs may be eligible for special education and/or gifted and talented services and is familiar with how to provide feedback and input about assessment data

G. Is familiar with assessment-related issues such as validity, reliability, and language and cultural bias

H. Knows the difference between norm-referenced and criterion-referenced assessments, and how they are used with ELs

I. Knows how to interpret assessment data and use it to assist in planning and differentiating instruction for ELs

J. Is familiar with strategies for communicating assessment data to ELs and their guardians

V. Culture

A. Understands the interrelationship between language and culture

B. Understands the ways cultural variables affect second-language acquisition and teaching

C. Understands the ways students' identities and learning styles will vary widely across and within cultures

D. Understands the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting

E. Knows that cultural experiences influence student language development, disposition, and learning

F. Understands that the teacher's personal and cultural experiences influence teaching style

G. Understands the difference between acculturation and assimilation

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VI. Professionalism And Advocacy

A. Knows the possible differences between disabilities and typical language proficiency development

B. Knows how to value and incorporate diverse cultures of students into instruction

C. Understands the legal provisions and ethical implications of laws and federal court decisions related to the education of ELs

D. Understands the need to serve as a professional resource and advocate for ELs and families

E. Understands the need to communicate with school personnel about the characteristics and emotional, social, and physical needs of ELs

F. Knows how to identify appropriate strategies for planning and collaborating with ELs, their families, and school and community members

G. Understands ways to collaborate with other school personnel regarding the academic needs of ELs

H. Is familiar with ways that ELs and their families may benefit from a variety of outside resources (e.g., services, networks, organizations)

I. Knows a variety of strategies for consulting with guardians and communicating with them about each student's progress and needs

J. Knows the importance of engaging in professional development by continually researching relevant and reliable resources and organizations in the field of teaching ESOL

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