

English Language Content and pedagogic Standards for Grade 1-4 Teachers

Eng content Standard	knowledge	Performance
<p>Standard 1</p> <p>Language theories</p> <p>The competent language teacher: understands concepts, principles, and theories of language acquisition.</p>	<ul style="list-style-type: none"> • Understands main language concepts, principles, and theories central to the teaching of students for whom English is a new language. • Understands the process involved in second language acquisition and in learning content through a second language (bilingual teachers) and in learning content through a non-English language (bilingual) teacher. • Understands the structure of the English language and the structure of the non English language • Understands and enriching language use through story telling. • Knows key ideas and details in a text. • Understands the influences of cognitive factors on second language learners. 	<ul style="list-style-type: none"> • engage students in active learning opportunities that foster critical thinking, problem solving, and performance capabilities. • Identifies active learning /student-centered methods • Explain and apply knowledge of syntax ,morphology, phonology, semantics, and phonetics as they relate to language acquisition • Analyzes phonological, morphological • Demonstrate knowledge of teaching and learning strategies that , semantic, syntactic, and discourse differences b/n English and other languages • Demonstrates knowledge of language development and the role of language learning as it pertains to first and second language acquisition • Demonstrate knowledge of the ways ,native language ,prior knowledge and educational background influence the transfer of knowledge from one language to another • Identify the principles of first and second language acquisition theories • Identify first and second language acquisition processes • Identifies factors that influence characteristics of bilingualism. • Identifies the sources of second language learner errors (e.g. Language transfer ,generalization other communication strategies

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<p>Standard 2</p> <p>Listening & speaking</p> <p>The competent language teacher demonstrates the knowledge of listening& speaking skills for effective teaching & learning development.</p>	<ul style="list-style-type: none"> • Demonstrates the literal comprehension of oral messages in English. • Understands strategies and techniques for teaching communication skills to those students whose first language is not English. • Understands factors that negatively affect the development of speaking skills of students 	<ul style="list-style-type: none"> • Determine the intent of an oral message. • Models and teaches them to paraphrase sentences ,summarizes information & suggestions • Uses types of oral fluency activities to promote students development of oral communication skills through the use of technology. • Uses and applies listening and speaking skills to improve basic literacy of students to: <ul style="list-style-type: none"> - encourage critical thinking - activate background knowledge - motivate students to learn and develop their fluency in the language. - Promote increased comprehension through improved listening & speaking approaches. • Asks and answers questions and share preferences on familiar topics. • Explains the importance of listening and speaking skills. • Identifies factors that negatively affect the development of speaking and listening skills. • Demonstrate speaking activities to create as many opportunities for students to speak, teach key words, and give a chance to think about the topic.
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<p>Standard 3</p> <p>Reading</p> <p>Knows the knowledge of reading skills for effective teaching & learning in the development of basic reading skills.</p>	<ul style="list-style-type: none"> • Recognizes the value of reading aloud to learners using a variety of genres. • Knows what needs to be taught in vocabulary lesson(grammar, spelling, pronunciation, meaning. • Understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation. • Understands factors that negatively affect the development of reading skills of students. • Understands knowledge of word recognitions skills and strategies to read and comprehend text. • Understand information that is read, heard and viewed to apply strategies and skills on students learning. • Knows the orthography of the English language s/he teaches. 	<ul style="list-style-type: none"> • Reads aloud from a variety of genres to explain appropriate interpretation and appreciation. • Demonstrates range of reading and level of text complexity. • Selects literatures appropriate to the level and interests of the student. • Demonstrates the difference between guided and independent practice in reading and provide s students with frequent opportunities or both. • Demonstrates strategies that help teach and build students word power • Identifies key words that are important for students to learn the content being taught. • Demonstrates different forms of a word to recognize its meaning to use the word appropriately in sentences. • Identifies common affixes to aid word identification. • Uses reading skills in various ways that support students' fluency development. • Teaches students to use context and reference materials for the learning of word meanings • Identifies factors that negatively affect the development of reading skills of students. • Demonstrates different forms of a word to recognize its meaning to use the word appropriately in sentence • Uses and teaches words in a variety of ways to: <ul style="list-style-type: none"> - promote thinking - create interest in topics they read. - connect what students know with what they are going to learn by activating or developing background knowledge. • Engage students in group reading activities with purpose and understanding.
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		<ul style="list-style-type: none"> • Uses concepts of print (e.g., alphabet, upper/lower case, directionality, words v. sentence, punctuation, etc) for the English language • Uses and teaches pictures to gain meaning of new words from text read aloud • Retell, reenact, or dramatize stories or parts of stories, including personal events, familiar stories. • Support students and promote their enjoyment, motivation, and skill in reading • Ask and answer questions and describes key details in a text • Retell stories, including key details, and the central message or lesson. • Describes how words and phrases (e.g., regular beats, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Explain and use information gained from the illustrations and words in a print or digital text of its characters, setting, or event.
<p>Standard 4</p> <p>Writing</p> <p>Knows the knowledge of writing skills for effective teaching writing in the development of basic literacy skills.</p>	<ul style="list-style-type: none"> • Understands skills and strategies involved in writing for various purposes and audiences, incorporating knowledge of grammar' mechanics and the critical analysis of written work in terms of organization, clarity, and style. • Understands critical thinking skills to comprehend written, spoken, and visual information. • Demonstrates the conventions of writing in English and provide instruction to help students develop and apply writing conventions 	<ul style="list-style-type: none"> • Uses a wide range of instructional skills and strategies involved in writing for various purposes, resources and technologies to support, writing. • Create opportunities for students to write and communicate • Identify and explain the importance of various forms of writing in English • Helps students write spelling of words, apostrophes for contraction and simple letters • Recognizes writing is a developmental processes and provide instruction that helps students develop competence in written communication. • Demonstrates the developments of

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		<p>writing conventions (including the physical and cognitive processes involved in letter formation , word writing ,sentence construction , spelling , punctuation , and grammatical expression) and recognizes that individual variations occur.</p> <ul style="list-style-type: none">• Demonstrates the contributions of conventional spelling toward success in reading and writing.• Analyzes students errors in applying writing conventions and appropriate grammar and usage and provides learners with direct instruction and guided practice in these areas.• ct sentence by using different words.
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English Pedagogic standards	Knowledge	Performance
<p>Standard 5</p> <p>Assessment</p> <p>The competent English language teacher</p> <p>understands various formal and informal assessment strategies and uses them to support the continuous development of all students</p>	<ul style="list-style-type: none"> • Understands how to assess and how well students are meeting the MLC. • Understand assessment measurements to evaluate the understanding, progress, and performance of the individual student and the class as a whole. • understands the purposes, characteristics, and limitations of different kinds of assessments for students for whom English is a new language • understands how to use assessment results to reflect on and modify teaching • 	<ul style="list-style-type: none"> • Uses accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues. • Explains the characteristics and the purposes of assessment • Identifies limitations of different kinds of assessments for students for whom English is a new language. • Evaluates and analyzes students results and communicate students' progress to colleagues , students and parents • Select and construct assessment and uses different strategies for different instrument • Involve students in self-assessment activities to help them become aware of their strengths ,weakness and needs • Encourage students to establish goals for learning. • Uses measurement theory and assessment-related issues such as validity, reliability, bias, and scoring. • Select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning in English • Uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole •
<p><u>planning</u></p> <p>006</p> <p>- The competent ENL teacher understands planning and designing based upon knowledge of</p>	<p>The competent EL teacher:</p> <ul style="list-style-type: none"> • Understands the Ethiopian curriculum development, subject-area content, learning theory, language acquisition, and student development • Knows how to incorporate this knowledge in planning and in 	<ul style="list-style-type: none"> • Establishes high expectations for students' learning in content areas, in English (ESL and bilingual teacher) • Creates short- and long-term plans to achieve expectations for student learning. • Creates multiple learning activities that allow for variation in students'

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<p>the discipline, educational materials, technology, diversity of the community, and curriculum goals.</p>	<p>instruction.</p> <ul style="list-style-type: none"> • Understands how to develop short- and long range plans consistent with curriculum goals, learners' diversity (including linguistic and cultural aspects), and learning theory. • recognizes the ,students' language proficiency , interests, and career needs in planning instruction • knows how to integrate technology into classroom instruction and students assessment. • Understands when and how to adjust plans based on students' responses and other contingencies, such as prior content-area knowledge and level of English proficiency. • Understands how to integrate technology into classroom instruction and student assessment. • Understands how to review and evaluate instructional materials. • Understands that a student's native language is a valuable tool for advancing learning. 	<p>learning styles, performance modes, and levels of English language proficiency.</p> <ul style="list-style-type: none"> • Incorporates students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences. • Creates approaches to learning that are interdisciplinary and address various modalities of learning. • Develops plans based on students' responses and provides for different pathways based on students' needs. • Uses teaching resources and materials that are inclusive and non-biased and that have been evaluated for accuracy and usefulness. • reates the opportunity for meaningful communication that allows students to interact with subject matter while building proficiency in English (ESL and bilingual teachers) and the non-English language (bilingual teachers). • Uses content as a means for language learning and basic skills language development. • Creates real-world experiences for students. • Provides meaningful classroom experiences that are developmentally appropriate for ENL students who have exceptional needs.-review and evaluate instructional materials • Use language content as a means for language learning and basic skills language development. • Recognizes a student's native language is a valuable tool for advancing learning • Incorporates students' home language and culture in the design, planning, and implementation of a multicultural school climate.
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<p>007</p> <p>Instruction</p> <p>The competent EL teacher understands how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and creates instructional opportunities that are adapted to diverse learners.</p>	<p>The competent EL teacher:</p> <ul style="list-style-type: none"> • Understands how individual experiences, talents, prior knowledge, language, culture, and family and community values influence students' learning • Understands differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes. • Understands the process of acculturation and the instructional strategies that can be used to facilitate the learning of culture for all students 	<p>The competent EL teacher:</p> <ul style="list-style-type: none"> • Creates a learning community in which individual and cultural differences are respected and celebrated. • Uses multiple cultural perspectives and individual students' experiences to inform and enrich instruction. • Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students based on their individual learning differences or needs. • Seeks and uses information about students' families, culture, and communities as a basis for connecting instruction to students' experiences. • Identifies when and how to access appropriate services or resources to assist students learning • Analyzes individual and group performance in order to design instruction that meets learners' current needs with exceptional learning needs • Uses strategies to mediate cross-cultural conflicts and teach collaborative skills to students. • Evaluates and uses appropriate materials that feature multiple perspectives and authentic information and that are free of bias. • Explains and implements instructional experiences that facilitate students' adaptation to Ethiopian context while validating and maintaining the students' own cultures
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