


ENGLISH LANGUAGE LEARNER SUCCESS
STANDARDS, RESEARCH, AND PRACTICE
BTSA INDUCTION STANDARD 19
ALIGNMENT WITH INDUCTION STANDARDS

Standard Elements	Evidence of Mastery	Activities/Assignments
19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.	Completed class assignments Lesson plan project	Course readings Resource search Topic Reflection Log
19(b) Each participating teacher demonstrates the skills and abilities to use English Language Development methods / strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.	Completed class assignments Completed lesson plan project	Course readings Lesson design incorporates teacher use of ELL strategies Plan and reflect on twelve conditions for language learners
19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.	Completed class assignment Completed lesson plan project	Course readings ELL Lesson Design Mentor conference Topic Reflection Log
19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.	Completed class assignments Completed lesson plan project	Course readings ELL Lesson Design Topic Reflection Log
19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.	Completed class assignments	Course readings Topic Reflection Log
19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	Completed class assignment Completed lesson plan project	Course readings Mentor conference ELL Lesson design ELL assessment prompts Topic Reflection Log
19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.	Completed class assignments	Course readings Complete graphic organizer Develop strategies to modify instructional plan for adjusted need
19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.	Completed class assignments Completed lesson plan project	Course readings Review conditions for language learning ELL Lesson Design Topic Reflection Log
19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Completed class assignments Completed lesson plan	Course readings ELL Lesson Design Topic Reflection Log
19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.	Completed class assignment Completed lesson plan	Course readings Lesson design and Differential Instruction
19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.	Completed class assignment	Course readings Parent Communication Plan Resource Search