Learning Outcomes

Student should:

- Be able to demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Be able to demonstrate an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Be able to demonstrate knowledge of history, research, and current practice in the field of ESL/bilingual teaching and applies this knowledge to improve teaching and learning.
- Be able to demonstrate understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.
- Be able to demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Understand and apply concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Understands and apply concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.
- Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students’ learning.
- Know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.
- Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students.
- Knows, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.
- Be familiar with a wide range of standards-based materials and resources, and chooses, adapts, and uses them in effective ESL and content teaching.
- Understand various issues of assessment (e.g. cultural and linguistic bias,
political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

- Know and use a variety of standards-based language proficiency instruments to inform their instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.
- Know and use a variety of performance-based assessment tools and techniques to inform instruction.
- Learn about and use technology that is appropriate for the discipline.
- Understand and use technology to enhance his/her teaching.
- Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
- Understand the role of community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.
- Be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
- Serve as professional resources to all staff, including paraprofessionals, advocates for ESOL students, and builds partnerships with students’ families to improve learning for all ESL students.
- Understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language.