Teaching Competencies

- Preliminary Teaching License
- Special Education (SPED)
- English for Speakers of Other Languages (ESOL)
- Elementary Multiple Subjects (ELE/MS)

Prepared by
Oregon Teacher Standards and Practices Commission

250 Division St. NE, Salem, OR 97301

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Preliminary Teaching License Competencies*

Teachers and Educator Preparation Providers (EPPs) are subject to Oregon Administrative Rules (OARs) and regulation by the Teacher Standards and Practices Commission (TSPC). The Oregon Registered Apprenticeship in Teaching is a hybrid model combining the required elements of on-the-job training (OJT) hours, required coursework, and the attainment of competencies set forth by TSPC. The competencies below are part of the emerging Oregon Statewide Holistic Competency Framework for Teaching (SHCFT), which aligns with national standards (e.g., InTASC, ISTE, and CASEL standards) and Danielson's Framework for professional practice.

The competencies contained here are used to determine whether the apprentice has met the benchmarks required for provisional licensure as well as preliminary licensure within Oregon. An apprentice may become the teacher of record only when they are licensed appropriately through TSPC (OAR 584, Division 210).

STEP **STEP Targets**
Apprentice meets the STEP Targets identified in the Competency Table by meeting the OJT hours, competencies related to that STEP, and the required coursework.

FT **Field Training**
Subject Matter Expert/Mentor provides training and demonstration of tasks to the apprentice and/or the apprentice completed a task described in the competency.

DF **Demonstrates Fundamentals**
Apprentices can perform the task with some coaching or support.

P **Proficient**
Apprentice performs the task properly and consistently and independently, some prompting, or reminders may be present.

E **Exemplary**
Apprentice exceeds expectations in performing the task properly and consistently and independently, without prompting or reminders.
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Domain 1: Planning and Preparation					
Competency Level 1	**STEP Targets**	**FT**	**DF**	**P**	**E**
C 1 Review and make notes on curriculum documents prior to collaboration (i.e., unit starters, standards, lesson plans, etc.).					
C 2 Attend and bring required materials to grade level collaboration and staff development.					
C 3 Document conversations with Subject Matter Expert (SME) (outside of grade level collaborative planning) describing weekly responsibilities for roles within the classroom.					
C 4 Meet with SPED staff to review and gain an understanding of an IEP for at least one student in your class/grade level prior to attending an IEP					

	meeting (at least one meeting per school year during STEP target periods identified).				
C 5	Observe each of the following SPED offerings within your school one time during the school year: skills-based intervention, speech and language, and extended resources. Apprentice may observe at any school if the placement school does not have all of these offerings.				
C 6	Prepare lesson materials (i.e., make copies, gather materials, set up learning stations, etc.) for lessons they are involved in teaching/supporting)				
C 7	Utilize backwards design: Review and make notes on district and school assessments prior to common planning for a unit.				
C 8	Review the IEP of each student in your class/grade level within the first nine weeks of school; discuss the use of the at-a-glance reports with the Subject Matter Expert (SME).				
C 9	Observe an eligibility meeting each year (within school building) and the follow up IEP meeting for that same student. If Apprentice is not able to attend the follow-up meeting, they may work with their mentor to determine an equivalent (e.g., meet with SPED staff to review results of the determination); and meet with SME or SPED staff designee to discuss the results of both.				
C 10	Work with the Subject Matter Expert (SME) to collect data related to the goals of the IEP of at least one student and determine the effectiveness of the intervention.				
C 11	Follow a child who has been identified through multi-tiered systems of support (MTSS) through the process: consent to test through eligibility and possible IEP or 504's; and gain an understanding of the process culminating with completing a reflection, highlighting the parts of process and what was learned from the process, followed by a discussion of the reflection with SME.				
C 12	Prior to STEP4*, review the rubric and expectations in the Domain 1 Competency Level 2 area (C 13-29) and work with Subject Matter Expert (SME)/Mentor to set two goals related to these indicators to be completed within one STEP timeframe. Share goals with building level administrator, or designee, and				

	then report back on progress of goals at the end of the specified timeframe. *For Apprentices entering pathway after this point, this competency must be completed within the period of two STEPs.					

	Competency Level 2	STEP Targets	FT	DF	P	E
C 13	Demonstrating Knowledge of Content					
C 14	Demonstrating Knowledge of Content Pedagogy & Learner Progressions					
C 15	Demonstrating Knowledge of Students' Interests, Backgrounds, & Developmental Level — including learner development and learning differences					
C 16	Demonstrating a Dedication to All Learners — especially those currently and historically marginalized and/or least served by public higher education					
C 17	Setting Instructional Outcomes & Planning for Instruction					
C 18	Imparting Knowledge of the Different Types of Skills Involved in Effective Communication to Develop Learners into Effective 21st-century Communicators					
C 19	Demonstrating Knowledge of and Proficiency in using Resources and Teaching & Learning Standards					
C 20	Designing Coherent and Inclusive Instruction					
C 21	Using a Mastery Approach to Instructional Planning and Learning					
C 22	Using Collaborative Group Work within the Classroom					
C 23	Using Technology & Media Fluently in Service of Learning					
C 24	Providing Opportunities for Anytime/Anywhere and Real-world Learning that are Tied to Learning Objectives and Standards					
C 25	Maintaining an Orientation Toward and Commitment to a Personalized, Learner-Centered Vision for Teaching and Learning					
C 26	Demonstrating Awareness of and Employing Culturally Responsive Practices					
C 27	Integrating Social Emotional Learning (SEL) Practices into Content Areas					

		STEP Targets	FT	DF	P	E
C 28	Designing Student Assessments & Analyzing Data and Curriculum in Creating Assessments (e.g., formative, interim, and summative)					
C 29	Promoting Student Agency and Ownership Regarding Learning					

Domain 2: Instruction

	Competency Level 1	STEP Targets	FT	DF	P	E
C 30	Post daily clear learning target(s).					
C 31	Introduce and deconstruct the clear target to the class.					
C 32	Replicate established transition routines when changing activities during the day.					
C 33	Observe two full lessons per nine weeks. Use an Observation Tool approved by JATC to take notes about the parts of the lesson observed.					
C 34	Reflect on Observations (listed in C33) with the Subject Matter Expert (SME).					
C 35	Collaborate with the Subject Matter Expert (SME) to write [at least] one clear target per week [to align with co-teaching and clinical teaching responsibilities].					
C 36	When co-teaching, refer to the clear target at appropriate times during instruction.					
C 37	Within district resources, choose the most effective materials to support the lesson objective, engage students, and provide opportunities for student-to-student interaction.					
C 38	Observe four lessons per nine weeks to track Subject Matter Expert (SME) and determine the time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson. [At least one of the observations should include a transition out of the classroom and returning to the classroom]; discuss observations with SME. **Transition focused observation**					
C 39	Using the program/district lesson framework, plan and co-teach a unit of study at least each nine weeks to meet STEP level co-teaching/clinical percentage requirements					
C 40	Reflect on the unit of study instruction (C39) with the Subject Matter Expert (SME).					

		STEP Targets	FT	DF	P	E
C 41	Create all the clear targets for one unit of instruction.					
C 42	Effectively refer back to clear targets throughout the entire lesson.					
C 43	In addition to year two, choose the most effective materials that are challenging, elicit a variety of thinking, and incorporate opportunities for blended learning.					
C 44	At a minimum, two times per nine weeks, Apprentice will facilitate instruction and receive feedback from the Subject Matter Expert (SME) on time involved in transitions, distributing materials, and the structure between beginning, middle, and end of the lesson.					
C 45	Using the program/district lesson framework, independently plan and teach a unit of study each nine weeks.					
C 46	Apprentice will receive feedback from the Subject Matter Expert (SME) throughout the unit of study and make instructional adjustments based on feedback.					
C 47	Prior to STEP5*, review the rubric and expectations in the Domain 2 Competency Level 2 area (C 48-53) and work with Subject Matter Expert (SME)/Mentor to set two goals related to these indicators to be completed within one STEP timeframe. Share goals with building level administrator, or designee, and then report back on progress of goals at the end of the specified timeframe. *For Apprentices entering pathway after this point, this competency must be completed within the period of two STEPs.					
Competency Level 2		STEP Targets	FT	DF	P	E
C 48	Instructional Strategies and Delivery					
C 49	Communicating with Students					
C 50	Questioning and Discussion Techniques					
C 51	Engaging Students in Learning					
C 52	Using Assessment in Instruction					
C 53	Demonstrating Flexibility and Responsiveness					

Domain 3: Classroom and School Environment					
Competency Level 1	STEP Targets	FT	DF	P	E
C 54 Support the teacher in reinforcing the rules and procedures for student learning and behavior in the classroom.					
C 55 Follow Subject Matter Expert/SME (Mentor) guidance to identify instructional roles throughout lessons and activities.					
C 56 Communicate with students using positive, professional, and compassionate language and tone.					
C 57 Review an individualized behavior intervention plan (formal or informal), assist the Subject Matter Expert/SME (Mentor) in collecting student data, and reflect with the Subject Matter Expert (SME) on next Steps.					
C 58 Discuss (and collaborate, if appropriate to STEP) weekly with the Subject Matter Expert (SME) to determine instructional roles; reflect on implementation of roles before setting roles for the next week- including reviewing assessment cycles for Apprenticeship framework.					
C 59 In conjunction with the Subject Matter Expert (SME), identify a student in need of an individualized behavior intervention plan, collaborate to establish and communicate expectations of the plan, collect student data, and reflect with the Subject Matter Expert (SME) on next steps.					
C 60 Prior to STEP 6*, review the rubric and expectations in the Domain 3 Competency Level 2 area (C 61-66) and work with Subject Matter Expert (SME)/Mentor to set two goals related to these indicators to be completed within one STEP timeframe. Share goals with building level administrator, or designee, and then report back on progress of goals at the end of the specified timeframe.					
Competency Level 2	STEP Targets	FT	DF	P	E
C 61 Creating an Environment of Respect and Rapport					
C 62 Building Strong Relationships with Students, Peers, Identified Families, and Learning Community					

		STEP Targets	FT	DF	P	E
	Members that Contribute to Individual and Collective Success					
C 63	Establishing a Culture of Learning and Self-Regulation					
C 64	Classroom Management: Procedures and Transitions					
C 65	Classroom Management: Guiding and Leading Student Behavior					
C 66	Classroom Management: Organizing Physical Space and Resources					

Domain 4: Professional Responsibilities

	Competency Level 1	STEP Targets	FT	DF	P	E
C 67	Within the first week of school [each school year or when starting a new position], request a meeting with your building level supervisor and Subject Matter Expert (SME) to introduce yourself and review school expectations.					
C 68	Follow the schedule provided for daily routines, including assigned duties and meetings when appropriate					
C 69	When appropriate, utilize school system email to respond to all communication from colleagues (principal, Subject Matter Expert (SME), other teachers, college professors, and JATC within 24-48 hours.					
C 70	Meet with Subject Matter Expert (SME)/Mentor to discuss and identify areas of professional growth (assets and needs, based on rubric measurements); work with building administrator or designee to conduct an observation (using observation tool) of another Apprentice or licensed teacher who has expertise in an area of need and report back findings and ideas to SME and/or designee. The observation may be conducted outside of the building where placed.					
C 71	Review and follow FERPA guidelines to ensure the separation of personal and professional relationships.					
C 72	Review and follow the policies and procedures as outlined in the school level handbook, and TSPC Model Code of Ethics for Educators.					

		STEP Targets	FT	DF	P	E
C 73	Follow expectations for the daily use of time keeping software and time keeping entry as appropriate.					
C 74	Discuss with the Subject Matter Expert the expectation for preparing for a substitute and follow expectations.					
C 75	When appropriate, actively participate in faculty professional learning opportunities and complete reflection(s) regarding the use of strategies and discuss strategies with Subject Matter Expert (SME) .					
C 76	When appropriate, observe parent-teacher conferences/meetings in the fall and spring (10%-20% target per season/session); reflect with the Subject Matter Expert (SME) following the meetings, when possible, attend a parent-teacher conference for a student who has IEP.					
C 77	Co-plan and discuss scenarios for sharing content of six parent-teacher conferences with Subject Matter Expert (SME) and actively participate in the scheduled conference; reflect with Subject Matter Expert (SME) following the meeting.					
C 78	Prior to JL6, review the rubric and expectations in the Domain 4 Competency Level 2 area (C 79-86) and work with Subject Matter Expert (SME)/Mentor to set two goals related to these indicators to be completed within one JL timeframe. Share goals with building level administrator, or designee, and then report back on progress of goals at the end of the specified timeframe.					
	Competency Level 2	**STEP Targets**	**FT**	**DF**	**P**	**E**
C 79	Ethics, Confidentiality, and Professionalism					
C 80	Reflecting and Developing Professionally					
C 81	Staying Up to Date on Evidence-based Practices					
C 82	Maintaining Accurate Records					
C 83	Communicating with Families					
C 84	Participating in a Professional Community/Collegial Practices & Community Building					
C 85	Practicing and Modeling Self-Care & SEL					
C 86	Actively Engages in Team Decision Making to Support All Learners					

Domain 5: Demonstration of Student and Teacher Learning						
Competency Level 1		STEP Targets	FT	DF	P	E
C 87	TBD by JATC					
C 88	TBD by JATC					
Competency Level 2		STEP Targets	FT	DF	P	E
C 89	Demonstration of Student Learning and Growth					
C 90	Demonstration of Professional Development Goals**					

*Please refer to the Registered Apprenticeship Policies and Procedures Handbook for the most current version of competencies and rubric. This list is provided as an example.
Teaching candidates seeking to obtain a provisional license before completing the apprenticeship pathway must meet the benchmark scores as defined in the Registered Apprenticeship Policies and Procedures Handbook.

**Prior to JL 10, review the Level 2 competencies and work with SME to identify areas to focus professional learning opportunities end/post-apprenticeship.

Special Education Endorsement Competencies

Domain 1: Planning and Preparation						
Initial SPED Endorsement		STEP Targets	FT	DF	P	E
SP 1	Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.					
SP 2	Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.					
SP 3	Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning					
SP 4	Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.					
SP 5	Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.					
SP 6	Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.					
Domain 2: Instruction						
Initial SPED Endorsement		STEP Targets	FT	DF	P	E
SP 7	Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.					
SP 8	Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a					

		STEP Targets	FT	DF	P	E
	variety of contexts and the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.					
SP 9	Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.					
SP 10	Candidates develop, select, and administer multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, to contribute to eligibility determination for special education services.					
SP 11	Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.					
SP 12	Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.					

Domain 3: Classroom and School Environment						
Initial SPED Endorsement		STEP Targets	FT	DF	P	E
SP 13	Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.					
SP 14	Candidates use their knowledge and understanding of diverse factors that influence development and learning including differences related to families, languages, cultures, and communities, and to individual differences, including exceptionalities, to					

		STEP Targets	FT	DF	P	E
	plan and implement learning experiences and environments.					
SP 15	Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.					
SP 16	Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.					

Domain 4: Professional Responsibilities						
Initial SPED Endorsement		**STEP Targets**	**FT**	**DF**	**P**	**E**
SP 17	Candidates practice within ethical guidelines and legal policies and procedures.					
SP 18	Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds					
SP 19	Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research, and contemporary practices.					
SP 20	Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.					
SP 21	Candidates communicate, coordinate, and collaborate with families and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.					
SP 22	Candidates communicate, coordinate, and collaborate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.					

		STEP Targets	FT	DF	P	E
SP 23	Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.					
Domain 5: Demonstration of Student and Teacher Learning						
Initial SPED Endorsement		**STEP Targets**	**FT**	**DF**	**P**	**E**
SP 24	TBD by JATC					
SP 25	TBD by JATC					

English for Speakers of Other Languages (ESOL) Endorsement Competencies

Domain 1: Planning and Preparation						
Initial ESOL Endorsement		STEP Targets	FT	DF	P	E
EL 1	Unit and lesson plans reflect teachers' knowledge of second-language development and how language development is shaped by social factors.					
EL 2	Unit and lesson plans reflect teachers' knowledge of how to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills.					
EL 3	The teacher has collected information from the district about each student's cultural heritage, levels of first- and second- language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status).					
EL 4	Teachers know the indicators that might signal a disability in an EL, intervention methods to support ELs who are struggling, the individualized education program (IEP) referral process for ELs, the ELs in their class who are dually identified, and the content of each student's IEP.					
EL 5	Content area outcomes for ELs represent all levels of cognitive demand, regardless of levels of language proficiency. For ELs, there also are outcomes related to language proficiency					
EL 6	The teacher locates resources related to the instruction and assessment of ELs.					
EL 7	Texts and other classroom resources for ELs are aligned to outcomes and take into consideration ELs' levels of first- and second-language proficiency as well as content area skills and knowledge.					
EL 8	Resources and lesson plans attend to ELs' speaking, listening, reading, and writing proficiency.					
EL 9	Resources and lesson plans also engage students, advance them through the core academic content,					

		STEP Targets	FT	DF	P	E
	and develop ELs' language proficiency in the context of content area instruction.					
EL 10	The teacher's lesson plans and resources demonstrate that lesson activities provide opportunities for ELs at different levels of proficiency and background knowledge to participate in classroom activities					
EL 11	For ELs, grouping will differ depending on the goals of the lesson.					
EL 12	For ELs, language development as well as content are assessed.					
EL 13	Assessment designs take into consideration universal design for learning principles.					
EL 14	The design of formative and summative assessments also takes into consideration the goals of the lesson, the nature of the task, and English proficiency and content area knowledge of the ELs.					
EL 15	Lesson plans indicate possible adjustments based on the results of formative assessment of EL language proficiency and content area knowledge.					
EL 1	Unit and lesson plans reflect teachers' knowledge of second-language development and how language development is shaped by social factors.					
EL 2	Unit and lesson plans reflect teachers' knowledge of how to support ELs at different levels of proficiency in acquiring language proficiency and grade-level core content knowledge and skills.					
EL 3	The teacher has collected information from the district about each student's cultural heritage, levels of first- and second- language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status).					

Domain 2: Instruction

Initial ESOL Endorsement		STEP Targets	FT	DF	P	E
EL 16	As necessary, the teacher uses verbal (use of students' home language, plain English, examples) and visual supports (e.g., graphic organizers, multimedia, and pictures) to ensure that ELs understand the concepts presented in discourse and text					

EL 17	Teacher scaffolding is adjusted for ELs at different levels of language proficiency and varied levels of background knowledge.					
EL 18	The teacher makes connections to ELs' lives beyond school, including connections to students' home cultures and funds of knowledge.					
EL 19	The teacher organizes instruction to ensure that ELs have as many opportunities as possible to interact with teacher(s) or teacher assistants.					
EL 20	The teacher ensures that questions posed to students are comprehensible to ELs; methods include breaking complex questions into less complex questions and avoiding unnecessary challenging words and phrases. Translating questions into ELs' home languages also supports ELs at the beginning stages of proficiency.					
EL 21	ELs at all levels of proficiency are asked questions designed to promote thinking and understanding. For ELs, some of these questions are "right there" questions to help them understand classroom texts and discourse and engage in classroom discussion.					
EL 22	The teacher provides supports to ensure that ELs at varying levels of proficiency can respond to questions. Supports for ELs with lower levels of proficiency might be sentence frames to help them respond. Supports for ELs with intermediate levels of proficiency might be sentence starters. Word or phrase banks that include target words can support ELs at all levels of proficiency					
EL 23	The teacher uses techniques to help ELs engage in classroom discussions. Techniques include strategic peer partnering, allowing ELs who are at the beginning stages of English acquisition to converse in their home language, and use of sufficient wait time.					
EL 24	The teacher uses scaffolds that enable ELs at different levels of proficiency to engage in activities and assignments that require deep thinking and encourage students to explain their thinking. The scaffolds are adjusted to correspond to ELs' levels of language proficiency					
EL 25	In grouping students, the teacher takes into consideration ELs' knowledge of content matter as well as levels of first and second-language					

		STEP Targets	FT	DF	P	E
	proficiency. The teacher intentionally organizes instructional groups to provide ELs with opportunities to interact in meaningful ways with other ELs and English-proficient students. ELs are grouped in different ways depending on the task					
EL 26	In addition to the materials used for general education students, the teacher provides supplementary materials on similar topics appropriate for different levels of proficiency and background knowledge. The intent of the materials and resources is to support ELs' language, literacy, and knowledge acquisition.					
EL 27	The teacher provides appropriate pacing for ELs at different levels of proficiency, taking into consideration that some ELs may need more time to learn, process, reflect, and respond when instruction takes place in a second language. .					
EL 28	The teacher provides models of student work that meet assessment criteria and additional scaffolding, if necessary, to ensure that ELs understand the criteria for assessment.					
EL 29	In monitoring ELs' content area knowledge, the teacher considers ELs' levels of proficiency and background knowledge and provides tasks and formats that enable ELs with limited proficiency and grade-level knowledge to demonstrate what they know and can do.					
EL 30	The teacher provides feedback on ELs' academic language as well as content knowledge. Feedback for ELs is provided in a form that is comprehensible and in a manner that does not embarrass students.					
EL 31	The teacher directly teaches and supports ELs in monitoring their language and content knowledge development.					

Domain 3: Classroom and School Environment						
Initial ESOL Endorsement		STEP Targets	FT	DF	P	E
EL 32	The teacher's interactions with students reflect an interest in, understanding of, and respect for their home cultures. ELs receive the message that their native languages are valued.					
EL 33	In addition, the teacher monitors students' treatment of each other and creates an					

		STEP Targets	FT	DF	P	E
	environment of respect for students from diverse cultural, religious, and linguistic backgrounds through modeling and teaching students how to engage in respectful interactions.					
EL 34	The teacher communicates the message that ELs will acquire high levels of English proficiency and meet grade-level content standards over time and with hard work.					
EL 35	The teacher expects precise language from ELs, but expectations take into consideration ELs' levels of language proficiency.					
EL 36	The teacher ensures that ELs understand the language and signals related to transitions.					
EL 37	The teacher intentionally uses language and signals to clearly mark transitions between classroom activities.					
EL 38	The teacher presents expectations for student behavior in multiple forms (e.g., oral, written, and visual) and in students' native languages if necessary, with ongoing modeling and practice to ensure that ELs understand expectations.					
EL 39	The teacher's responses take into consideration students' language proficiency, culture, and previous experiences. Different cultures have different norms related to school and classroom behavior. In addition, ELs may have experienced or be experiencing trauma because of events in their home country, the process of immigrating to the United States, and experiences in the United States related to immigration because of the current climate regarding immigrants.					
EL 40	The teacher makes use of visuals and scaffolded language to ensure that ELs understand safety rules.					

Domain 4: Professional Responsibilities						
Initial ESOL Endorsement		STEP Targets	FT	DF	P	E
EL 41	The teacher's reflections on the effectiveness of instructional practices for ELs are consistent with other measures of student progress and attainment; the teacher provides examples to justify reflections and uses reflections to adjust practices for ELs, considering their levels of					

	proficiency and content area knowledge.				
EL 42	To better support ELs, the teacher accesses district information about ELs' language acquisition and core content learning as well as other information that may impact learning, such as age of entry into U.S. schools, home language use, home country schooling histories, and native language and English proficiency levels.				
EL 43	Information for families is provided in a language and form that is accessible for parents and guardians of ELs. Interpreters are available to support parents in participating in engagement activities				
EL 44	Information includes the following: student progress and how it compares with school, district, and state expectations; the types of language instructional education programs and curricular and extracurricular programs that are available, including advanced courses and gifted and talented programs; and future educational and career opportunities.				
EL 45	Content4 and English for speakers of other languages (ESOL) teachers collaborate through sharing, planning, and working together to meet the content and language development needs of ELs.				
EL 46	If ELs have special education needs, ESOL, content, and special education teachers collaborate with each other.				
EL 47	Content and ESOL teachers contribute to school initiatives and projects beyond the classroom that specifically support ELs and their families (e.g., field trips to build background knowledge of American culture and history, bilingual family nights focused on helping parents support ELs in specific content areas).				
EL 48	Content teachers with ELs in their classrooms and the ESOL teacher remain current by taking courses, reading professional literature, and participating in professional learning communities. T				
EL 49	Content teachers with ELs in their classrooms and ESOL teachers identify training needs for the district and participate in training organized by the district				

		STEP Targets	FT	DF	P	E
	as well as in an ongoing teacher learning community to provide support and feedback to each other to promote ELs' language learning, academic success, and well-being.					
EL 50	Teachers access and make use of materials, texts, resources, education courses, and guest speakers to further their professional knowledge and pedagogy related to the instruction and assessment of ELs					
EL 51	Content and ESOL teachers advocate for ELs by working with school administrators to ensure that ELs have the same instructional opportunities as other students (e.g., access to gifted and talented classes and International Baccalaureate programs as well as honors and Advanced Placement [AP] classes) and instructional resources and support (e.g., counseling and college and career preparatory services).					
EL 52	The EL teacher reminds colleagues that ELs' needs are a priority, including those related to English language development, native language development in programs where native language development is a goal, and content area learning.					
EL 53	Content and ESOL teachers with ELs in their classrooms comply with district guidelines related to identification, placement, and reclassification of ELs as well as federal and state requirements related to the education of ELs.					

Domain 5: Demonstration of Student and Teacher Learning						
Initial ESOL Endorsement		STEP Targets	FT	DF	P	E
	TBD by JATC					
	TBD by JATC					

Elementary Multiple Subjects Endorsement Competencies

For Domains 1-5					
Elementary Multiple Subjects Endorsement	STEP Targets	FT	DF	P	E
ELMS 1 Math- Pedagogy					
ELMS 2 Literacy/Reading- Pedagogy					
ELMS 3 English Language Arts (Reading a separate area) - Pedagogy					
ELMS 4 Social Studies - Pedagogy					
ELMS 5 Science - Pedagogy					
ELMS 6 Health/PE - Pedagogy					
ELMS 7 The Arts - Pedagogy					