



GACE® English to Speakers of Other Languages (ESOL) Assessment Test II (120) Curriculum Crosswalk

Required Coursework Numbers

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| Subarea I. Planning, Implementing, and Managing Classroom Instruction and Assessment (100%) | | | | | | | | | | | | | | | |
| <i>Objective 1: Knows the instructional theories and methodologies for teaching English-language learners</i> | | | | | | | | | | | | | | | |
| A. Knows the distinct characteristics and theoretical foundations of instructional theory for language teaching | | | | | | | | | | | | | | | |
| B. Knows the appropriate use of relevant methods and approaches facilitating English-language learning | | | | | | | | | | | | | | | |
| C. Knows how to implement a variety of instructional delivery models approved by the state of Georgia (e.g., pull-out, push-in, cluster center, class period) | | | | | | | | | | | | | | | |
| D. Understands that student performance may be affected by external factors (e.g., age, gender, limited formal schooling, educational interruptions, cultural conflicts, past experiences) and knows how to adapt instruction based on student needs | | | | | | | | | | | | | | | |
| E. Knows how to design lessons and activities that help students become more effective, autonomous language learners by developing their cognitive and metacognitive strategies; e.g., using dictionaries, using context clues, self-editing | | | | | | | | | | | | | | | |

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| <i>Objective 2: Knows how to use a variety of teaching techniques and instructional materials with English-language learners</i> | | | | | | | | | | | | | | | | | | |
| A. Knows how to organize learning around content and language objectives | | | | | | | | | | | | | | | | | | |
| B. Knows techniques to help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2 | | | | | | | | | | | | | | | | | | |
| C. Knows how to design and implement instructional activities that provide students with authentic language use and meaningful interaction in English | | | | | | | | | | | | | | | | | | |
| D. Knows how to locate, select, modify, and/or create instructional materials to support individual student learning styles and needs | | | | | | | | | | | | | | | | | | |
| E. Knows how to select culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources (e.g., audiovisual aids, realia, computer software) to support language and content-area instruction | | | | | | | | | | | | | | | | | | |
| <i>Objective 3: Understands the connection between classroom management and student learning</i> | | | | | | | | | | | | | | | | | | |
| A. Understands how effective classroom management is essential to creating a structured and participatory learning environment for English-language learners | | | | | | | | | | | | | | | | | | |
| B. Knows how and when to use multiple types of correction and constructive feedback and their implications for student learning and motivation | | | | | | | | | | | | | | | | | | |
| C. Knows how to facilitate a language-, text-, and print-rich classroom environment at an appropriate level for English-language learners | | | | | | | | | | | | | | | | | | |

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| D. Knows how to integrate a variety of strategies and techniques to promote students' productive language skills (speaking and writing) across content areas in accordance with students' levels of English-language proficiency | | | | | | | | | | | | | | | |
| E. Knows how to integrate a variety of strategies and techniques to promote students' receptive language skills (listening and reading) across content areas in accordance with students' levels of English-language proficiency | | | | | | | | | | | | | | | |
| <i>Objective 4: Demonstrates an understanding of the use of assessments with English-language learners</i> | | | | | | | | | | | | | | | |
| A. Knows a variety of methods (e.g., formal/informal, formative/summative) to assess productive and receptive language skills | | | | | | | | | | | | | | | |
| B. Knows how to differentiate classroom-based assessments according to students' English-language proficiency levels | | | | | | | | | | | | | | | |
| C. Knows that English-language learners may require special education and/or gifted and talented services | | | | | | | | | | | | | | | |
| D. Knows how to interpret the results of classroom assessments concerning English-language proficiency | | | | | | | | | | | | | | | |
| E. Knows how to communicate the results of classroom assessments to English-language learners and their parents | | | | | | | | | | | | | | | |