

## **Reflection on TPE 7 Specific Pedagogical Skills for Subject Matter Instruction**

### **Teaching English Learners**

**Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English.**

*Teaching music in California public schools requires a broad range of instructional strategies including: presentaion, demonstration, direct presentation and many more. Therefore a credential candidate whose goal is to teach music knows some essential ESL techniques and can apply them to his/her lesson plans and lesson deliveries when there is any special need for ELL students.*

**They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.**

*The credential candidates who qualify to teach music in California public schools and aim to do so are aware of the power of music education and how it can be used to empower English learners to increase their level of reading, writing and comprehension by learning music and musical games. Research shows that there is a direct correlation between improving English and Math level of a student and the length of time spent studying music.*

**They draw upon information about students backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students abilities to comprehend and produce English. They use English that extends students current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.**

*It is essential for the credential candidates to know their student's background and their levels of understanding English. In this case to make all the students connect to program, candidates for the teaching credential should bring any visual or video material to the students. They know when to communicate with specialists when an ELL student needs support. If any student makes a mistake in oral or written language they will correct in a way that she/he understands.*

**Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>2</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.**

*By using special techniques for English learner students, Candidates for a Teaching Credential allow them to comprehend the subject of the core curriculum and if there is any word or expression unfamiliar to the students then Candidates for a Teaching Credential support them to make the learning path smooth and easy.*

**Candidates understand how cognitive, pedagogical, and individual factors affect students language acquisition. They take these factors into account in planning lessons for English language development and for academic content.**

*Considering the effects of education, cultural background and intelligence of ESL students in the class, candidates use different methods to draw their lesson plans for not only developing the academic content but also the English language.*