

BILINGUAL EDUCATION STANDARDS

- Standard I.*** The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).
- Standard II.*** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
- Standard III.*** The bilingual education teacher knows the process of first- and second-language acquisition and development.
- Standard IV.*** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.
- Standard V.*** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
- Standard VI.*** The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 1.1k how to read, write, and communicate orally in a proficient manner in L1 and L2; and
- 1.2k academic language in L1 and L2.

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 1.1s prepare lessons, materials, and assessments in L1 and L2;
- 1.2s use academic language competently in L1 and L2 to deliver instruction; and
- 1.3s communicate effectively (orally and in writing) with families, colleagues, and the community in L1 and L2.

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 2.1k the historical, legal, legislative, and global contexts of bilingual education (including the historical background of bilingual education, effects of demographic changes on bilingual education, pertinent federal and state legislation and significant court cases related to bilingual education, and bilingual education and the concept of bilingualism throughout the world);
- 2.2k the convergence of research evidence related to bilingual education, including best instructional practices for second language learners as determined by academic achievement;
- 2.3k bilingualism and biculturalism and their impact on the learning environment;
- 2.4k models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus; and
- 2.5k how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 2.1s use knowledge of the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and for bilingual learners;
- 2.2s apply knowledge of best practices based on convergent research in bilingual education;
- 2.3s make appropriate instructional decisions based on program model and design, and select appropriate instructional strategies and materials in relation to specific program models;
- 2.4s address the affective, linguistic, and cognitive needs of bilingual learners;
- 2.5s use knowledge of diversity to plan and implement effective instruction that includes incorporating the diversity of the home into the classroom setting and selecting linguistically and culturally appropriate instructional materials and methodologies;
- 2.6s demonstrate sensitivity to learners' diverse cultural backgrounds and show respect for regional language differences; and
- 2.7s advocate equity for bilingual learners.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 3.1k basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects);
- 3.2k major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics);
- 3.3k theories of first-language development, including stages of first-language development;
- 3.4k theories of second-language development, including stages of second-language development;
- 3.5k effective, developmentally appropriate methodologies and strategies for teaching English as a second language;
- 3.6k the interrelatedness and interdependence of first- and second-language acquisition; and
- 3.7k factors affecting first- and second-language acquisition (e.g., academic background, age, home/school/community environment).

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 3.1s apply linguistic concepts to support learners' language and literacy development in L1 and L2;
- 3.2s apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials for teaching L1 and L2;
- 3.3s assist learners in making connections between languages (e.g., noting similarities and differences, using cognates); and
- 3.4s utilize appropriate methods and strategies for teaching English as a second language across all areas of the curriculum.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 4.1k state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language;
- 4.2k the statewide language arts curriculum for Spanish, or the language arts curriculum for languages other than Spanish, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS); and
- 4.3k types of formal and informal literacy assessment in the primary language.

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 4.1s apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners’ literacy development in the primary language;
- 4.2s make appropriate instructional modifications to deliver the statewide language arts curriculum and develop learners’ literacy in the primary language; and
- 4.3s use a variety of literacy assessments to plan and implement literacy instruction in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 5.1k how to use learners’ prior knowledge to facilitate their acquisition of literacy in the second language;
- 5.2k how to integrate ESL techniques in the teaching of reading; and
- 5.3k how to make connections between L1 and L2 to promote biliteracy.

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 5.1s maintain learners’ literacy in L1 while developing learners’ literacy in L2;
- 5.2s use oral language techniques and explicit instruction in phonemic awareness and decoding to promote literacy in L2; and
- 5.3s assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.

Standard VI. The bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2.

Teacher Knowledge: What Teachers Know

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher knows and understands:

- 6.1k state educator certification standards in all content areas relevant to the certificate level;
- 6.2k the statewide curriculum in all content areas as specified in the Texas Essential Knowledge and Skills (TEKS);
- 6.3k how to create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in L1 and L2;
- 6.4k how to integrate language arts skills in L1 and L2 into all content areas;
- 6.5k how to differentiate content-area instruction based on learner needs and language proficiency levels; and
- 6.6k various approaches for delivering content-area instruction in L2 to bilingual learners.

Application: What Teachers Can Do

Bilingual Education Teachers of Students in Grades EC–4

The beginning bilingual education teacher is able to:

- 6.1s implement effective curriculum, instruction, assessment, and evaluation in all content areas in both L1 and L2;
- 6.2s create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in L1 and L2;
- 6.3s integrate language arts skills in L1 and L2 into all content areas;
- 6.4s select and use a variety of strategies and resources, including technology, to meet learners' needs;
- 6.5s use content-area instruction to promote learners' language acquisition and development in L1 and L2; and
- 6.6s use a variety of approaches to deliver comprehensible instruction in L2 to support the development of learners' content-area knowledge and skills and their development of cognitive academic language in L2.