Bilingual Authorization Teaching Performance Expectations: Part 1 and Part 2

Part 1: Bilingual Teaching Performance Expectations

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. These notations may occur under more than one course heading but programs are encouraged to identify only the best example(s), up to four for each I, P, and A.

Link to Commission Approved Bilingual Authorization Program Standards

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Bilingual Teaching Performance Expectations	EDUC 433: Foundations of Bilingual Education	EDUC 423: Bilingual Literacy	EDUC 405: Social, Historical, and Cultural Influences on Latino/a Students in Education
1. Engaging and Supporting All Students in Learning. Beginning bilingual teachers:			
1.1 Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.	I, P, A	P, A	P, A
1.2 Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.	I, P	P, A	P, A

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1.3 Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.	I, P	P, A	P, A
1.4 Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.	I	P	P, A
1.5 Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.	I, P, A		P, A
1.6 Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.	I, P, A	P	A
1.7 Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.	I, P	P, A	P, A
2. Creating and Maintaining Effective Environments for Student Learning. Beginning bilingual teachers:			
2.1 Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.	I, P	P, A	P, A
2.2 Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.	I, P, A	P, A	

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2.3 Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners' assets and needs.	I	P, A	P, A
2.4 Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.	I, P		P, A
2.5 Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.	I, P, A	P, A	P, A
2.6 Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.	I, P, A	P, A	
2.7 Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.	I, P, A	P, A	
3. Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy). Beginning bilingual teachers:			
3.1 Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.	I, P, A	P, A	

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3.2 Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.		I, P, A	
3.3 Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.	I, P, A	P, A	
3.4 Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.		I, P	P, A
3.5 Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.	I, P, A	P, A	P, A
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning bilingual teachers:			
4.1 Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.	I, P, A	P, A	

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4.2 Apply knowledge of the research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.	I, P, A	P, A	
4.3 Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.	I, P, A	P	
4.4 Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.	I, P, A	P, A	
5. Assessing Student Learning. Beginning bilingual teachers:			
5.1 Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.	I, P, A	P, A	

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5.2 Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.	I	P	P, A
5.3 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.	I, P, A	P, A	
5.4 Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.		I, P, A	
6. Developing as a Professional Educator. Beginning bilingual teachers:			
6.1 Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.	I	P	P, A

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6.2 Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.	I	P	P, A
6.3 Demonstrate awareness of organizations committed to the advancement of bilingual education.	I, P, A	P, A	
6.4 Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.	I, P, A		P, A
6.5 Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.	I	P, A	P, A
6.6 Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.	I	P, A	P, A
6.7 Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.	I, P, A	P, A	

Part 2a: Candidate Language Competence

In the table below, indicate how candidates will demonstrate language competence.

	CSET Exam II or III (depending on language)	Program Coursework (includes course embedded assessments) **See Part 2b below.**	Local Assessment (does not include coursework) **See Part 2b below.**
Candidate Language Competence (select all that apply)	☐X	☐	☐

For programs where candidates demonstrate language competence by CSET exam only, no additional information is needed.

Part 2b: Candidate Language Competence

For programs where candidates demonstrate language competence by program coursework, the following section must be completed.

If the program is using local assessment, demonstration of how candidate competency will be assessed must be provided and must include the qualifications of the individual responsible for administering and assessing the local assessment.

Candidate Language Competence World Language CSET Domains 5-8	Course Title and Number 1	Course Title and Number 2	Course Title and Number 3	Course Title and Number 4	Course Title and Number 5	Course Title and Number 6	Course Title and Number 7	Course Title and Number 8	Course Title and Number 9	Course Title and Number 10	Course Title and Number 11	Course Title and Number 12	Course Title and Number 13	Course Title and Number 14	Course Title and Number 15
Domain 5. Language and Communication: Listening Comprehension															

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5.1 Literal Comprehension of Spoken Communication															
a. Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts. For example:															
b. Understand the main point of an oral message.															
c. Identify the sequence of steps described in a set of spoken directions.															
d. Recognize a stated cause or effect in a situation described in an oral message.															
e. Choose or provide an appropriate response to a spoken question or comment.															
f. Respond appropriately to a request for information.															
5.2 Inferential and Interpretive Comprehension of Spoken Communication															
a. Make deductive and inductive inferences based on information contained in oral messages. For example:															
b. Draw conclusions based on information presented in oral messages.															

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c. Characterize the tone or mood of one or more speakers.															
d. Infer the social relationships among speakers (e.g., gender, age, social status).															
e. Analyze a personal relationship implied but not stated in an oral communication.															
f. Interpret the cultural context of spoken communications.															
5.3 Critical Analysis of Spoken Communication a. Analyze and evaluate oral messages in relation to their purpose, context, and point of view. For example:															
b. Analyze a speaker's assumptions or point of view.															
c. Analyze the historical, social, or cultural context of an oral message.															
d. Evaluate the sufficiency and reliability of evidence presented in support of statements made in oral messages.															

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e. Evaluate the social and cultural appropriateness of the language used in oral messages.															
f. Analyze the communicative and discourse strategies employed in oral messages.															
Domain 6. Language and Communication: Reading Comprehension															
6.1 Literal Comprehension of Written Texts															
a. Demonstrate an understanding of the main ideas and significant details of written texts. For example:															
b. Demonstrate an understanding of the main idea or compose an accurate summary of a written text.															
c. Recognize supporting evidence for an argument made in a passage.															
d. Analyze a passage to determine a causal or temporal sequence of events.															

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6.2 Inferential and Interpretive Comprehension of Written Texts															
a. Make deductive and inductive inferences based on information contained in written texts. For example:															
b. Make inferences about purpose and audience from information provided in a passage.															
c. Identify a writer's intent, assumptions, or point of view.															
d. Recognize implied cause-and-effect relationships in a passage.															
e. Interpret figurative language (e.g., metaphors, similes) in a passage.															
f. Draw conclusions from information presented in a passage.															
g. Analyze a passage to determine assumptions that are implied, but not explicitly stated, in the passage.															
6.3 Critical Analysis of Written Texts															
a. Apply critical reasoning skills to written texts. For example:															

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b. Analyze the historical, social, and cultural contexts of written texts.															
c. Analyze relationships among ideas in written texts.															
d. Distinguish between fact and opinion in written texts.															
e. Assess the sufficiency and reliability of evidence presented in support of statements made in written texts.															
f. Recognize fallacies in the logic of a writer's argument.															
g. Assess the credibility, objectivity, or bias of material contained in written texts.															

Domain 7. Language and Communication: Oral Expression

7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts
a. Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:

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b. Speak appropriately within the context of everyday situations (e.g., school, work, shopping).															
c. Respond to a variety of unexpected situations (e.g., misplaced luggage at an airport) by explaining or describing events or by requesting assistance.															
d. Formulate and defend a hypothesis in response to a given situation.															
e. Narrate or describe a personal experience.															
f. Deliver oral presentations on a wide variety of topics to diverse audiences.															
g. Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.															
h. Discuss the advantages and disadvantages of an idea or a proposed course of action.															

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i. Take a position on an issue and support it with persuasive evidence.															
j. Demonstrate the ability to speak effectively on abstract topics and themes.															
Domain 8. Language Communication: Written Expression															
8.1 Writing in the Target Language for Variety of Purposes in Authentic Contexts															
a. Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:															
b. Demonstrate the ability to compose written texts in appropriate orthography and writing systems.															
c. Compose personal correspondence.															
d. Compose formal correspondence for a variety of purposes and audiences.															
e. Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).															

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f. Write extended narratives and detailed descriptive accounts of events.															
g. Formulate and defend a hypothesis in response to a given situation.															
h. Describe the reasoning behind a personal or professional decision.															
i. Discuss the advantages and disadvantages of an idea or a proposed course of action.															
j. Take a position on an issue and support it with persuasive evidence.															
k. Demonstrate the ability to write effectively on abstract topics and themes.															