BILINGUAL/BICULTURAL EDUCATION PROGRAM

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

1. Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

2.Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

3. Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

4. Understanding Differences. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. ESL/Bilingual Research and History. Demonstrates knowledge of history, research, and current practice in the field of ESL/bilingual teaching and applies this knowledge to improve teaching and learning.

6. Describing Language – Language Components Demonstrates understanding of language as a system and a high level of competence in helping ESOL students acquire and use the components of the language system.

7. Describing Language – Linguistic Repertoire Demonstrates understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

8. Language Acquisition and Development – Support for Learning. Understands and applies concepts, theories, research, and practice to support the acquisition of a primary and a new language in and out of classroom settings.

9. Language Acquisition and Development – Strategies for Learning. Understands and applies concepts, theories, research, and strategies to facilitate the acquisition of a primary and a new language in and out of classroom settings.

10. Nature and Role of Culture. Knows, understands and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

11. Cultural Groups and Identity. Knows, understands and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

12. Planning for Standards-Based ESL and Content Instruction. Knows, understands and applies concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students,

13. Managing and Implementing Standards-Based ESL and Content Instruction. Knows, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.

14. Using Resources in ESL and Content Instruction. Is familiar with a wide range of standards-based materials and resources, and chooses, adapts, and uses them in effective ESL and content teaching.

15. Issues of Assessment for ESL. Understands various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

16. Language Proficiency Assessment. Knows and uses a variety of standards-based language proficiency instruments to inform their instruction and understands their uses for identification, placement, and demonstration of language growth of ESOL students.

17. Use of Assessment for Instruction. Knows and uses a variety of performance-based assessment tools and techniques to inform instruction.

18. Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

19. Technology II. Understands and uses technology to enhance his/her teaching

20. Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

21. (9) Collaborative Relationships. Understands the role of community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

22. (10) Reflection and Professional Growth. Is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.

23. Partnerships and Advocacy. Serves as professional resources to all staff, including paraprofessionals, advocates for ESOL students, and builds partnerships with students' families to improve learning for all ESL students.

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24. (11) Professional Conduct and Leadership. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.