

## ACTIVITY 1

### Domain I — Bilingual Education

**Competency 001:** *The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.*

The beginning teacher:

1. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
2. Understands procedures (e.g., Language Proficiency Assessment

Committee) for the identification, assessment and instructional placement of English- language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).

3. **Demonstrates** an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
4. **Understands** the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

5. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
6. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
7. Knows 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.
8. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on

program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

9. **Knows** how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
10. **Knows how to** create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).