

Bilingual Target Language Proficiency Standards

FINAL

May 21, 2004



Copyright © 2004 Texas State Board for Educator Certification

LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)

- Standard I.* The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.
- Standard II.* The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.
- Standard III.* The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.
- Standard IV.* The teacher is able to write effective interpersonal and presentational discourse in the target language.

Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–8</i></p>	<p><i>Teachers of Students in Grades EC–8</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>1.1k how to derive essential information, interpret meaning, and evaluate oral communication in the target language in contexts relevant to the bilingual classroom.</p>	<p>1.1s understand main ideas and details of discourse on a variety of topics involving description and/or narration in different time frames (e.g., present, past) and in varied contexts relevant to the bilingual classroom (e.g., parent/guardian conference, colleague describing a lesson idea, oral presentation of curricular content);</p> <p>1.2s understand questions and comments likely to be encountered in professional situations involving students, parents/guardians, or other educators in a bilingual setting;</p> <p>1.3s derive essential information from oral messages in a variety of contexts relevant to the bilingual classroom (e.g., short lecture on a content-area topic, conversation with a student, telephone message from a parent/guardian, public address announcement, oral instructions);</p> <p>1.4s understand oral communications that include academic vocabulary used to teach the Texas Essential Knowledge and Skills (TEKS) in various content areas; and</p> <p>1.5s infer meaning from oral communications relevant to bilingual education, exhibiting an appropriate level of cultural knowledge and sensitivity (e.g., characterize the tone, mood, or point of view of one or more speakers; identify a cause-and-effect relationship implied but not stated in an oral communication in the classroom; analyze the social context of a spoken exchange; paraphrase an oral message; infer the relationship between two speakers).</p>

Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–8</i></p> <p>The beginning teacher knows and understands:</p> <p>2.1k how to apply literal, inferential, and interpretive reading skills to authentic materials written in the target language that are relevant to the bilingual classroom.</p>	<p><i>Teachers of Students in Grades EC–8</i></p> <p>The beginning teacher is able to:</p> <p>2.1s apply reading comprehension skills to various types of texts relevant to the bilingual classroom (e.g., content-area text, letter from a parent, newsletter article);</p> <p>2.2s understand written materials that include academic vocabulary used to teach the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas;</p> <p>2.3s understand the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage, identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details described in a passage);</p> <p>2.4s apply skills of inference and interpretation to a variety of authentic materials (e.g., making inferences from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring assumptions, purpose, or point of view in a passage);</p> <p>2.5s apply critical reading skills to written materials relevant to the bilingual classroom; and</p> <p>2.6s identify and analyze a variety of authentic materials that represent cultural aspects of the target language.</p>

Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–8

The beginning teacher knows and understands:

- 3.1k how to communicate effective and appropriate oral messages in the target language in contexts relevant to the bilingual classroom.

Application: What Teachers Can Do

Teachers of Students in Grades EC–8

The beginning teacher is able to:

- 3.1s use spoken language with various audiences (e.g., students, colleague, parent/guardian) to satisfy the requirements of routine educational and professional situations in culturally appropriate ways, including the use of formal and informal registers (e.g., making an announcement, providing directions, posing a question, describing an experience);
- 3.2s explain, narrate, and describe using discourse in tenses appropriate to the task;
- 3.3s use general and content-area vocabulary to communicate information and talk about topics relevant to the bilingual classroom; and
- 3.4s respond orally to everyday situations in the bilingual classroom, exhibiting an appropriate level of cultural knowledge and sensitivity (e.g., by describing events or circumstances, explaining a problem, responding to a student question or comment, discussing advantages and disadvantages of an idea or proposed course of action).

Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–8</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k how to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom.</p>	<p><i>Teachers of Students in Grades EC–8</i></p> <p>The beginning teacher is able to:</p> <p>4.1s develop a written lesson plan in the target language;</p> <p>4.2s use discourse to explain, narrate, and describe in a variety of tenses using formal and informal registers in various bilingual education contexts (e.g., writing a letter to a parent, administrator, or community member; writing an article for a school newsletter; summarizing the content of a lesson; proposing a solution to a school or classroom problem);</p> <p>4.3s use general and content-area vocabulary to communicate information and write about topics relevant to the bilingual educator; and</p> <p>4.4s write cohesive summaries, letters, essays, narratives, explanations, and descriptions using appropriate vocabulary, grammar, and syntax and exhibiting an appropriate level of cultural knowledge and sensitivity.</p>