

Texas Educator Certification Examination Program

Field 817: Core EC–6 Bilingual Education

Examination Framework

August 2025

Domain	Range of Competencies
VIII. Bilingual Education	001–004

**817: CORE EC–6 BILINGUAL EDUCATION
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DOMAIN VIII—BILINGUAL EDUCATION

Competency 001 (Foundations of Bilingual Education): *Understand foundational concepts of bilingual education and educational systems that create an effective learning environment that supports the affective, linguistic, and cognitive needs of emergent bilingual students.*

For example:

- A. Demonstrate knowledge of major federal and state policies, guidelines, legislation, and court cases pertaining to bilingual education (e.g., the Civil Rights Act of 1964, the Bilingual Education Act [BEA], *Lau v. Nichols*, *San Antonio ISD v. Rodriguez*, *Plyler v. Doe*, *Santamaria v. Dallas ISD*).
- B. Apply knowledge of the goals, characteristics, and components of bilingual education program models approved in Texas to make instructional decisions.
- C. Demonstrate knowledge of current theories and key concepts in bilingualism and new language acquisition and of cognitive, linguistic, and affective factors that affect emergent bilingual students' language acquisition and learning.
- D. Demonstrate knowledge of strategies for engaging parents/guardians and communities in education to foster bilingualism and biliteracy to support the needs of students, families, and communities.
- E. Demonstrate knowledge of strategies for collaborating with relevant school stakeholders to raise awareness of multilingualism as an asset and a goal of bilingual education.
- F. Demonstrate knowledge of instructional decisions and evidence-based and research-based practices for emergent bilingual students based on stages and processes of new language development.
- G. Demonstrate knowledge of strategies for creating a linguistically responsive and empowering learning environment that develops metalinguistic awareness by leveraging emergent bilingual students' linguistic assets that promote constructive critical-thinking and problem-solving skills.

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Competency 002 (Assessment): *Demonstrate knowledge of linguistically responsive research-based instruction and assessment methodologies and strategies that integrate language and content instruction and foster bilingualism, biliteracy, and all students' academic achievement.*

For example:

- A. Demonstrate knowledge of appropriate state-mandated criteria and of the Language Proficiency Assessment Committee (LPAC) procedures for identifying, recommending program placement for, reclassifying, exiting, and monitoring emergent bilingual students, including students who are dual-identified (i.e., emergent bilingual students also identified as students with disabilities).
- B. Demonstrate understanding of the role of the Language Proficiency Assessment Committee (LPAC) in coordinating with other special programs (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.
- C. Demonstrate knowledge of the appropriate use of data derived from the Texas state-approved English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor emergent bilingual students' English language proficiency.
- D. Demonstrate knowledge of a variety of assessments (e.g., formal, informal) that are linguistically responsive and that allow emergent bilingual students flexibility in demonstrating content and linguistic knowledge.
- E. Demonstrate knowledge of ways to use information from a variety of sources to plan targeted, data-driven, and linguistically responsive instruction and differentiation strategies to address the language acquisition and academic learning needs of emergent bilingual students.
- F. Demonstrate knowledge of ways to accurately interpret results from assessments used with emergent bilingual students for various purposes, such as diagnosis, placement, evaluation of language proficiency in both Spanish and English, evaluation of academic progress, or screening for giftedness or learning disabilities.
- G. Demonstrate knowledge of strategies for using classroom assessment results in planning and delivering differentiated and explicit instruction, scaffolding, interventions, and flexible grouping in language, literacy, and content instruction for emergent bilingual students at various levels of proficiency.

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Competency 003 (Instructional Practices to Support the Development of Receptive Language Skills): *Understand ways to promote the development of listening and reading skills necessary for language proficiency and academic achievement for emergent bilingual students.*

For example:

- A. Use knowledge of the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) and knowledge of the state curriculum (as specified in the TEKS) to internalize linguistically responsive lesson plans that integrate language and content instruction and foster emergent bilingual students' academic achievement and language acquisition.
- B. Demonstrate knowledge of evidence-based and research-based strategies and resources to promote comprehension of content-area instruction for emergent bilingual students at various levels of proficiency in Spanish and English.
- C. Demonstrate knowledge of how to apply the Texas state-approved English Language Proficiency Standards (ELPS) to internalize and deliver high-quality learning activities and lesson plans that support development of listening and reading skills in English.
- D. Apply knowledge of phonology, morphology, syntax, and semantics to promote emergent bilingual students' foundational language skills in listening comprehension and reading in both Spanish and English.
- E. Demonstrate knowledge of evidence-based and research-based instruction in foundational receptive literacy skills related to listening and reading, such as concepts of print, letter recognition, phonological and phonemic awareness, phonics, vocabulary, and text comprehension in both Spanish and English, to promote emergent bilingual students' cross-linguistic connections, biliteracy, and academic progress.
- F. Apply knowledge of the linguistic features of academic language and vocabulary to promote emergent bilingual students' receptive comprehension and biliteracy development.
- G. Apply knowledge of effective vocabulary instructional strategies to build emergent bilingual students' receptive vocabulary, including providing multiple, meaningful exposures to new words in both Spanish and English and facilitating cross-linguistic connections to promote biliteracy and support students' linguistic and academic progress.
- H. Demonstrate knowledge of strategies for making content-area lessons accessible to emergent bilingual students through contextualizing content and vocabulary and providing comprehensible input at various levels of proficiency in Spanish and English.
- I. Demonstrate knowledge of the Texas state-approved English Language Proficiency Standards (ELPS) by aligning relevant, grade-level student learning standards with receptive and expressive language development goals and expectations for emergent bilingual students at various levels of proficiency in both Spanish and English.
- J. Demonstrate knowledge of evidence-based and research-based strategies for scaffolding and promoting emergent bilingual students' language and academic content learning through reading and constructing meaning from appropriate literary and informational texts in both Spanish and English.

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Competency 004 (Instructional Practices to Support the Development of Expressive Language Skills): *Understand ways to promote the development of speaking and writing skills necessary for language proficiency and academic achievement for emergent bilingual students.*

For example:

- A. Integrate knowledge of the Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) and knowledge of the state curriculum (as specified in the TEKS) to internalize and deliver high-quality linguistically responsive lesson plans that integrate language and content instruction and foster emergent bilingual students' academic achievement and language development.
- B. Demonstrate knowledge of how to apply the Texas state-approved English Language Proficiency Standards (ELPS) to internalize and deliver high-quality learning activities and lesson plans that support development of speaking and writing skills in English.
- C. Apply knowledge of phonology, morphology, syntax, and semantics to promote emergent bilingual students' development of speaking and writing in both Spanish and English.
- D. Demonstrate knowledge of evidence-based and research-based instruction in foundational expressive literacy skills related to speaking and writing, such as spelling, fluency, understanding and use of writing processes, and the use of writing conventions in Spanish and English, to promote emergent bilingual students' cross-linguistic connections, biliteracy, and academic progress.
- E. Apply research-based methodologies and strategies and use linguistically responsive resources to make content-area instruction comprehensible to emergent bilingual students at various levels of proficiency in both Spanish and English.
- F. Understand and apply major language components in both Spanish and English (e.g., phonics, phonology, morphology, syntactic features, semantics, pragmatics), as well as methodologies and strategies for integrating language and content instruction (in both Spanish and English) to promote emergent bilingual students' biliteracy and achievement of their linguistic and academic goals.
- G. Demonstrate knowledge of strategies for internalizing and delivering linguistically responsive activities and lesson plans that integrate language and content instruction and foster emergent bilingual students' academic achievement and language development in both Spanish and English.
- H. Apply knowledge of ways to support emergent bilingual students' integration of their full linguistic repertoires to demonstrate expressive communication in meaningful ways and engage in learning academic content to promote emergent bilingual students' cross-linguistic connections, biliteracy, and academic progress.
- I. Demonstrate knowledge of evidence-based and research-based strategies for scaffolding and promoting emergent bilingual students' language and academic content learning through a variety of texts, and through fostering cross-linguistic connections, biliteracy, and academic progress.