

1 (PSC)
June 16, 2017

TO: Professional Standards Committee

SUBMITTED BY: Terry Reilly, Programs
Coordinator for Preservice Educator Quality

ITEM FOR ACTION: (39) Bilingual/Dual Language Education

RECOMMENDED ACTION:

The Vermont Standards Board for Professional Educators votes to accept the revised (39) Bilingual/Dual Language Education endorsement.

MOTION:

I, _____, move that the VSBPE accept and approve the recommendation that the Vermont Standards Board for Professional Educators votes to accept the revised (30) Driver and Traffic Safety Education endorsement.

BACKGROUND INFORMATION:

Per the direction of the Vermont Standards Board for Professional Educators AOE personnel convened stakeholders from the Bilingual Education educator field to revise the Bilingual Education endorsement. Per best practice, teachers present were vetted for licensure in the endorsement area. Additionally, stakeholders came as representatives of their field from different state and nationally affiliated associations. Current national standards were referenced in the revision process.

STAFF AVAILABLE: Terry Reilly, Programs Coordinator for Preservice Educator Quality



219 North Main Street, Suite 402
 Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

(39) Bilingual Education Crosswalk

Purpose: To identify changes to the newly revised (39) Bilingual Education endorsement

Change	Previous wording	New wording
Name of endorsement	Bilingual Education	Bilingual/Dual Language Education
Mention of instructional level in holder	No mention of instructional level	At the PK-12 level
Wording with regard to proficiency	Proficiency in a second language, including listening, speaking, reading and writing skills	Measurable academic language proficiency in English and a second language including listening, speaking, reading and writing skills.
In third paragraph of Knowledge Standards, removal of overly academic language	knowledge of sociolinguistics and psycholinguistics necessary to understand	Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and a special sensitivity to the development of self-concept and special needs of children of different cultures, as well as knowledge of the history and culture of peoples associated with the students' dominant language
Additional Requirements	None	A minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education setting at both the PK-6 and 7-12

(39) Bilingual/Dual Language Education (April 28, 2017)

The holder is authorized to teach students who are English Language Learners (ELLs) and/or native speakers of English, in a language other than English, as well as in English at the PK-12 level. This endorsement is an add-on endorsement only and is limited to holders of endorsements in early childhood, elementary education, middle grades, special education, English Language Learners, science, social studies, mathematics, or English language arts. The holder's language(s) of concentration and instructional level shall be indicated on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

- 1.1. Measurable academic language proficiency in English and a second language including listening, speaking, reading and writing skills.
- 1.2. Knowledge of how race, culture and the acculturation process impact student's perceptions, learning styles, and affective needs at different age (developmental) levels;
- 1.3. Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and a special sensitivity to the development of self-concept and special needs of children of different cultures, as well as
- 1.4. knowledge of the history and culture of peoples associated with the students' dominant language
- 1.5. Knowledge of the differences between the sound systems, forms and structures of the second language and English, as well as knowledge of sociolinguistics and psycholinguistics necessary
- 1.6. Knowledge of how to assess students' language abilities and how to adapt instructional materials and technologies to meet students' needs and abilities in alignment with curriculum, content standards and local, state and federal regulation.

2. Performance Standards:

- 2.1. Ability to teach (contingent upon holding an endorsement in the subject area) academic content in the students' dominant language, according to the students' needs and abilities including the integration of technology.
- 2.2. Ability to assist students in maintaining and extending their command of their first language as well as the English language
- 2.3. Ability to identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate. Ability to develop students' awareness of and appreciation for cultural diversity
- 2.4. Ability to assist students in maintaining and extending identification with and pride in their culture heritage, and help develop their understanding of the contribution of their cultural or ethnic group to American culture, history, and life style while at the same time facilitating learning to be successful in the dominant culture
- 2.5. Ability to foster the relationships between families of bilingual students, schools and community
- 2.6. Ability to stimulate community participation in the school program and to enhance sociocultural exchanges among all groups

3. Additional Requirements:

- 3.1. A minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in Bilingual/Dual Language Education setting at both the PK-6 and 7-12 instructional levels is required.

DRAFT



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BILINGUAL EDUCATION STATISTICS

Purpose:

When the Agency identifies outlying statistics relevant to the VSBPE's work, as is the case with the Bilingual Education endorsement, it brings them to the attention of the Board in the event that the information may assist the Board in any decision it may make.

BILINGUAL EDUCATION STATISTICS*	
Number of licensed VT educators	16,883
Number educators with a current or expired Bilingual Education endorsement	16
Number of licensed VT educators with Bilingual Education endorsement with a current license	11
Number of licensed VT educators with Bilingual Education endorsement with a current license teaching in a VT public school	5
Number of licensed VT educators with Bilingual Education endorsement with a current license teaching in a VT private school	3
Number of licensed VT educators with Bilingual Education endorsement with a current license teaching in another U.S. state	3
Number of licensed VT educators with Bilingual Education endorsement with a current license teaching out of country	1
Number of traditional teacher preparation programs in VT offering path toward Bilingual Education licensure	1
Number of alternate teacher preparation programs in VT offering path toward Bilingual Education licensure	1

*Employment statistics are based on educators self reporting.