

Bilingual Education Endorsement

2007 Modified Ohio/NASDTEC Program Standards (Grades PreK-12)

Valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate or teaching license.

Ohio Educator Licensure Program Standards for Bilingual Education Endorsement

Introduction

The Ohio Educator Licensure Program Standards for Bilingual Education programs were developed in spring 2007 by an advisory committee after a thorough review of the following document: 1) Ohio's 1987 Bilingual Education Teacher Validation Standards based on the Bilingual/Bicultural Teacher Education Standards adopted by the National Association of State Directors of Teacher Education and Certification in 1976 (ERIC Document #ED142049, NASDTEC, June 1976).

The standards were reviewed by an advisory committee consisting of Bilingual representatives from public and private teacher preparation institutions of higher education and a consultant from the Ohio Department of Education. We wish to acknowledge the following individuals who served on the advisory committee:

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Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (E) (3)

An endorsement of a teacher license, valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate, or provisional or professional teaching license.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:
<http://esb.ode.state.oh.us/communications/standards.aspx>

P-12 BILINGUAL EDUCATION ENDORSEMENT STANDARDS

Standard 1. Candidates demonstrate competence in listening, speaking, reading, and writing in both English and the language of the target student population.

1.1 Candidates successfully engage in social and school-related conversations with native speakers in both English and the target language(s).

1.2 Candidates demonstrate comprehension of authentic oral and written texts in both English and the target language(s).

1.3 Candidates demonstrate understanding of literacy and cultural texts and traditions.

1.4 Candidates proficiently write texts of different genres in both English and the target language(s).

Standard 2. Candidates demonstrate competence in the knowledge of U.S. cultural diversity and the cultural background of the target and related populations.

2.1 Candidates identify and describe characteristics of major language and cultural groups in Ohio.

2.2 Candidates compare and contrast cultural values and behaviors of diverse language and cultural groups.

2.3 Candidates demonstrate successful interaction with persons of diverse backgrounds in a way that shows cultural understanding and sensitivity.

Standard 3. Candidates demonstrate competence in the knowledge of the historical, philosophical and legal and theoretical underpinnings of bilingual education as well as an understanding of the range of bilingual programs and organizational models for providing instruction in a bilingual/multicultural setting.

3.1 Candidates discuss major historical events related to bilingual education in the U.S.

3.2 Candidates cite and explain multiple theories that support bilingual education.

3.3 Candidates identify and discuss major goals, objectives and rationales given by both proponents and opponents of bilingual education.

3.4 Candidates identify and discuss major legislation and court cases that relate to the education of language minority students.

3.5 Candidates describe at least four models of bilingual education.

Standard 4. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.

4.1 Candidates Identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.

4.2 Candidates explain differences and similarities between first and second language acquisition.

4.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.).

4.4 Candidates apply first and second language theories in the development of lesson plans for students of diverse language backgrounds across grade levels.

Standard 5. Candidates demonstrate competence and successful experience in applying English as a Second Language (ESL) teaching methods and techniques in simulated and actual classroom setting.

5.1 Candidates identify and discuss a range of methods, approaches and techniques for teaching second language learners.

5.2 Candidates select from and apply a wide range of appropriate methods and techniques for different programs.

5.3 Candidates identify appropriate instructional methods and techniques, given a particular set of students with different backgrounds and abilities.

5.4 Candidates develop and implement lesson plans that incorporate appropriate methods and techniques for particular groups of students.

Standard 6. Candidates demonstrate competence in the knowledge of and experiences in teaching subject matter areas in both English and the target population language.

6.1 Candidates develop and implement lesson plans and materials that teach different subject matter to K-12 students in both English and the target language.

6.2 Candidates demonstrate the effective teaching of subject matter to K-12 students in both English and the target language in actual school settings.

6.3 Candidates demonstrate knowledge of the vocabulary of the subject matter in two languages.

6.4 Candidates show how the plans and materials and their implementation incorporate Ohio English Language Proficiency Standards and Ohio academic content standards.

Standard 7. Candidates demonstrate competence in the knowledge of and experiences in communicating effectively with students, parents, and others within culturally and linguistically different communities and diverse English-speaking populations.

7.1 Candidates successfully explain different possible school procedures and policies to a student and parents/families in English and the target language.

7.2 Candidates explain academic-related performance to students in both English and the target language.

7.3 Candidates successfully conduct teacher-parent conference in both English and the target language.

7.4 Candidates produce written school related communications in both English and the target language.

Standard 8. Candidates demonstrate competence in the knowledge of similarities and differences between the linguistic systems of the second language and English, including dialect differences across geographic regions, ethnic groups and social languages.

8.1 Candidates compare and contrast phonology, morphology, syntax, semantics and sociolinguistic features of English and another language.

8.2 Candidates describe how variations in the English language system can affect second language acquisition.

Standard 9. Candidates demonstrate competence in language assessment techniques and instruments and the evaluation of students in both English and the target language(s).

9.1 Candidates describe and evaluate standardized English language proficiency tests in terms of validity, reliability and usefulness for making decisions relating to teaching and learning.

9.2 Candidates design and use varied age-appropriate assessment procedures and instruments to obtain information about students' English language proficiency and academic achievement, including authentic and alternative assessments.

9.3 Candidates demonstrate the ability to reflect on and interpret assessment data to make instructional decisions.

9.4 Candidates successfully and effectively explain assessment results to students, parents, and others.

9.5 Candidates effectively assist students to use assessment results to make decisions about their learning strategies.