

Texas Educator Certification Examination Program

Field 165: Bilingual Education Spanish Supplemental Examination Framework

Subtest 1 (166)	Range of Competencies
Listening and Speaking in Spanish	001–002
Subtest 2 (167)	Range of Competencies
Reading and Writing in Spanish	001–002
Subtest 3 (168)	Range of Competencies
Foundations of Bilingual Education and Instructional Practice	001–002

**165: BILINGUAL EDUCATION SPANISH SUPPLEMENTAL
EXAMINATION FRAMEWORK**

SUBTEST 1—LISTENING AND SPEAKING IN SPANISH (166)

Competency 001 (Listening): *Apply literal, inferential, and interpretive listening skills to demonstrate understanding of oral communications in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Identify the main idea or main theme of an oral communication.
- B. Identify contextual or supportive details in an oral communication.
- C. Select an appropriate response to a spoken question or comment.
- D. Make inferences based on a situation presented in an oral communication.
- E. Identify a speaker's point of view or perspective in an oral communication.

Competency 002 (Speaking): *Apply knowledge of appropriate speaking conventions to communicate in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Use appropriate formal and informal registers to communicate with various audiences and within various settings relevant to bilingual education and the bilingual program and classroom context.
- B. Use accurate grammatical and syntactical structures that communicate coherent information or messages.
- C. Use linguistically responsive language in everyday communication.
- D. Use a range of vocabulary, including academic vocabulary, relevant to bilingual education and the bilingual program and classroom context.
- E. Use clear pronunciation and appropriate intonation and maintain a flow of speech with few hesitations or pauses.

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SUBTEST 2—READING AND WRITING IN SPANISH (167)

Competency 001 (Reading): *Apply literal, inferential, and interpretive reading skills to demonstrate understanding of a variety of texts in Spanish relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Identify the main idea or main theme of a text.
- B. Identify contextual or supportive details in a text.
- C. Select an accurate summary of a text.
- D. Make inferences based on a situation presented in a text.
- E. Identify an author's point of view or perspective in a text.

Competency 002 (Writing): *Apply knowledge of appropriate writing conventions to communicate in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Use appropriate formal and informal registers to communicate in writing with various audiences and within various settings relevant to bilingual education and the bilingual program and classroom context.
- B. Use accurate grammatical and syntactical structures that communicate coherent information or messages.
- C. Use linguistically responsive language in written communication.
- D. Use a range of vocabulary, including academic vocabulary, relevant to bilingual education and the bilingual program and classroom context.
- E. Use accurate spelling, diacritical marks, and punctuation.

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SUBTEST 3—FOUNDATIONS OF BILINGUAL EDUCATION AND INSTRUCTIONAL PRACTICE (168)

Competency 001 (Foundations of Bilingual Education): *Demonstrate an understanding of the foundations of bilingual education and the educational systems that support the language acquisition and academic learning of emergent bilingual students.*

For example:

- A. Demonstrate knowledge of major federal and state legislation and court cases (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 characteristics and goals of bilingual education program models approved in Texas to make appropriate instructional decisions.
- C. Demonstrate knowledge of appropriate state-mandated criteria and of the Language Proficiency Assessment Committee (LPAC) procedures for identifying, recommending program services for, reclassifying, and monitoring emergent bilingual students, as well as exiting students from emergent bilingual classification.
- D. 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.
- E. Demonstrate understanding of the Texas state-approved English Language Proficiency Standards (ELPS).

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

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 develop linguistically responsive lesson plans that integrate language and content instruction and foster emergent bilingual students' academic achievement and language acquisition.
- B. 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 Spanish and English.
- C. 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.
- D. Identify and/or develop 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. 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. Apply knowledge of current theories of and key concepts in new-language acquisition (e.g., language and literacy transference, circumlocution, code-switching, translanguaging) and knowledge of cognitive, linguistic, and affective factors that affect emergent bilingual students' language acquisition and learning.
- G. Apply knowledge of strategies for leveraging students' bilingualism, unique experiences, and identities to foster student learning and create or adapt linguistically responsive lessons, activities, and learning environments that promote constructive critical-thinking and problem-solving skills.
- H. Apply knowledge of how to ensure access for all students by collaborating with general education, English as a Second Language (ESL) education, and special education colleagues and the school community to create or adapt linguistically responsive learning environments, instruction, and assessments that foster bilingualism, biliteracy, and multiculturalism.
- I. Demonstrate knowledge of strategies for engaging parents, guardians, and communities in education to foster bilingualism, biliteracy, and multiculturalism to support student and community needs.