



## **Guidelines for the Bilingual Education Endorsement**

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[Massachusetts Department of Elementary and Secondary Education](#)

75 Pleasant Street, Malden, MA 02148-4906

Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370

## **I. Context and Purpose:**

The population of English learners (ELs) enrolled in Massachusetts public schools has increased by 75% over the past 10 years. The Department of Elementary and Secondary Education (DESE) has dedicated significant resources and efforts to improve the education of English learners, and is committed to continuing its work in this area.

On November 22, 2017 Governor Baker signed into law the Act Relative to Language Opportunity for Our Kids (LOOK). We believe that the LOOK Act will further improve the education of English learners, will continue to strengthen instruction and better support the academic achievement of English learners (ELs) while providing more flexibility for districts regarding the type of English learner education program they feel best meets the needs of their students.

In June 2018, under this law, DESE established Subject Matter Knowledge (SMK) requirements for educators who are seeking to earn the Bilingual Education endorsement through coursework and field-based experience and teach in the bilingual education classrooms in accordance with [603CMR7.14\(3\)\(b\)](#).

Under the LOOK Act, DESE is required to “provide an endorsement in bilingual education which shall include both coursework and a field experience for bilingual education teachers to acquire the competencies necessary to teach in bilingual education settings.”

The purpose of the Massachusetts Bilingual Education Endorsement is to enhance the knowledge of educators working in bilingual education settings. DESE is issuing these *Guidelines* to support implementation of the Bilingual Education Endorsement.

## **II. Guidelines to Develop a Bilingual Education Endorsement Course of Study:**

The Bilingual Education Endorsement regulations [603CMR7.14\(3\)\(b\)](#) set forth requirements including a prerequisite license, passing score on a foreign language test acceptable to the Department in the relevant foreign language, field-based experience and SMK that include a thorough understanding of:

1. Knowledge of the foundations of bilingual education, including dual language education or two-way Immersion and transitional bilingual education, as defined in M.G.L.c.71A, § 2, and the concepts of bilingualism and biculturalism.
2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
3. Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.
4. Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners.
5. Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.
6. Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.
7. Understanding and implementation of culturally relevant teaching materials and practices.

Sponsoring Organizations are encouraged to draw from the [National Dual Language Education Teacher Preparation Standards \(NDLETPS\)](#), available through Dual Language Education of New Mexico (DLeNM, 2018). The NDLETPS represent a collaborative effort from experts in bilingual education across the nation and provide an opportunity for states to align their teacher preparation programs in bilingual education. In addition, the NDLETPS are aligned with the *Guiding Principles of Dual Language Education*, TESOL Standards, and ACTFL Standards, making it the most comprehensive resource available for bilingual educator preparation programs. Most indicators listed below are taken from this document (which is in draft form as of August 2018), but the full breadth and depth of the NDLETPS are not captured here. As such, programs should examine the NDLETPS document in full when developing their courses of study.

The *Guidelines* detailed below will be used by DESE when approving Bilingual Education Endorsement programs.

### **Prerequisite License**

[603CMR7.15\(9\)\(c\)](#) Bilingual Education.

1. A core academic teacher assigned to provide instruction to an English learner in a bilingual education setting must be properly qualified in the field and grade level of the assignment, and hold the appropriate endorsement (i.e. Bilingual Education Endorsement or the SEI Endorsement).
2. A principal, assistant principal, or supervisor/director who supervises or evaluates a core academic teacher assigned to provide instruction to an English learner in a bilingual education setting must hold the Bilingual Education Endorsement or the SEI Endorsement.

### **Field Based Experience**

Seventy five hours of field-based experience in a Pre-K—12 dual language education or transitional bilingual education program, two-way immersion program, or other bilingual education setting are required for the endorsement.

Field-based experiences for the bilingual education endorsement should be organized, coordinated, and assessed by the Sponsoring Organization. A plan for providing candidates field-based experiences, including the goals and objectives of these experiences, must be included by the Sponsoring Organization in the program submission and approved by DESE. Programs should identify a means by which to assess candidates during their field experience and opportunities to demonstrate the competencies identified in the subject matter knowledge requirements below.

### **Subject Matter Knowledge Requirements and Indicators**

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| (1) Knowledge of the foundations of bilingual education, including dual language education or two-way Immersion and transitional bilingual education, as defined in M.G.L.c.71A, § 2, and the concepts of bilingualism and biculturalism. |
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*Candidates for the Bilingual Education Endorsement should develop a knowledge base in the following areas:*

<b>Indicators<sup>1</sup>:</b>
<ul style="list-style-type: none"> <li>The candidate is knowledgeable about contemporary theories and concepts associated with the study of bilingualism and biliteracy development of the individual learner in the social contexts of family, community, and schooling. (NDLETPS Component 1.2.a)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates understanding of time and partner languages, scheduling; programmatic classification, including appropriate and available language assessments in the partner language and English. (NDLETPS Component 6.2.a)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate understands the linguistic and sociocultural relationships between oral language, bilingualism, biliteracy, and instructional materials. (NDLETPS Component 3.3.c)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate is knowledgeable about the history of bilingual education policy in the United States.</li> </ul>

(2) Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.

*Candidates for the Bilingual Education Endorsement will develop knowledge and skills related to language acquisition factors as they affect access to the Massachusetts content and language standards including:*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>The candidate demonstrates a general understanding of how two or more languages are acquired, structured, and organized yet subject to influences of a cognitive and maturational nature, including language relatedness and the learner’s age, motivation, and identity development. (NDLETPS Component 1.2.b)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates understandings that one’s degree of bilingualism and biliteracy are best represented along a continuum that can vary contextually and over the lifetime of a learner. (NDLETPS Component 1.2.c)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate understands that there is no single best approach to promoting bilingualism and biliteracy for all learners in all dual language contexts (e.g., sequential versus simultaneous versus translanguaging literacy development approaches; grouping of learners; time and subject area allocation, etc.) and can understand and explain why the approach may be better suited than another for a particular context. (NDLETPS Component 1.3.b)</li> </ul>

(3) Social-cultural, social-emotional, political, and other salient factors in bilingual language acquisition.

*Candidates for the Bilingual Education Endorsement will develop knowledge and skills related to social-cultural, social-emotional, political, and other salient factors in bilingual acquisition including:*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>The candidate understands how the learners’ sense of identity is intimately linked to his or her past, present, and future. (NDLETPS Component 2.1.a)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates understandings that language ideologies may not be generally neutral and that they are sometimes used to benefit certain segments of a given society to the detriment of others. (NDLETPS Component 1.1.a)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate understands that teachers are central to enacting established micro level language policy and planning, may mitigate the implementation of a policy and plan, and are key to evaluating the improving micro level language policy. (NDLETPS Component 1.3.c)</li> </ul>

<sup>1</sup> Most indicators in this document are taken from the June 2018 Draft National Dual Language Education Teacher Preparation Standards (NDLETPS). Copyright, Dual Language Education of New Mexico (DLNM).

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>The candidate understands the various political, social, economic, psychological and linguistic events of the past and present that influence the learners' sense of identity whether privileged or subordinated locally, regionally, nationally, or globally. (NDLETPS Component 2.1.b)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates the ability to critically reflect on how his or her own sociohistorical positioning (e.g., based on race, gender, language, class, etc.) might influence the quality of interactions with members of the school and community. (NDLETPS Component 2.2.a)</li> </ul>

(4) Implementation of strategies for coordinating non-English partner language instruction and English language development instruction for English learners

*Candidates for the Bilingual Education Endorsement will develop knowledge and skills related to implementation of strategies for coordinating non-English partner language instruction and English language development including:*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>Independently or with a co-teacher (depending on the program model), the candidate is able to map instructional standards across languages to create a cohesive instructional plan that promotes biliteracy development and the transfer of learning objectives. (NDLETPS Component 3.1.c)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate is able to design and implement instructional activities that promote the transfer of learning objectives across languages with an emphasis on the significance of student-relevant lessons that facilitate and encourage students to utilize broad linguistic repertoires from an assets-based perspective. (NDLETPS Component 3.2.d)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates understanding of the phonological, lexical, and syntactic differences between the two languages and scaffolds instruction accordingly. (NDLETPS Component 3.4.d)</li> </ul>

(5) Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.

*Candidates for the Bilingual Education Endorsement will develop knowledge and skills related to Practices and approaches of teaching reading and writing in two languages, including the importance of oral language development as a foundation for literacy.*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>The candidate demonstrates lesson delivery that incorporates a variety of grouping strategies to promote students' active engagement and to provide sufficient opportunities to practice all four language modalities. (NDLETPS Component 3.2.b)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates pedagogical practices that afford students' use of grammatical, pragmatic, discourse, and metalinguistic competencies, with ample opportunities for structured and unstructured language production, in both the partner language and in English. (NDLETPS Component 3.3.d)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate demonstrates knowledge and skills with regard to scaffolding for the language of instruction and separation of languages along with appropriate points for transliteracy. (NDLETPS Component 3.4.c)</li> </ul>
<ul style="list-style-type: none"> <li>The candidate effectively uses a variety of materials to foster the development of biliteracy and the transfer of concepts. (NDLETPS Component 3.3.b)</li> </ul>

(6) Practices and approaches for assessing content knowledge, reading and writing skills and comprehension in English and the non-English partner language for English learners who are at different levels of proficiency in English and the non-English partner language.

*Candidates for the Bilingual Education Endorsement will develop knowledge and skills related to assessment based on known best practices and peer-reviewed research to the extent practicable, which are specific to bilingual education programs, including:*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>● The candidate understands assessment of biliteracy and demonstrates knowledge of how to use multiple, inclusive, holistic, valid, and reliable measures to assess literacy development, oral language development, and content concepts in both the partner language and in English. (NDLETPS Component 4.1.a)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate demonstrates skills and knowledge related to assessment and equity. This includes understand dual language learners’ myriad, complex features that impact the assessment process. (NDLETPS Component 4.2.b)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate demonstrates knowledge and skills reflective of a broad range of informal, student-centered, formative assessment strategies to gather information on student learning and adjust pedagogical patterns accordingly in both the partner language and in English. (NDLETPS Component 4.3.c)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate demonstrates appropriate assessment data-analysis and data-management skills aligned with biliteracy development, dual language programmatic features, and national, state, and local systems of accountability to accurately depict students’ progress for content-based learning and biliteracy development in both the partner language and in English. (NDLETPS Component 4.4b)</li> </ul>

(7) Understanding and implementation of culturally relevant teaching materials and practices.

*Candidates for the Bilingual Education Endorsement will develop understanding and implementation of culturally relevant reaching materials and practices including:*

<b>Indicators:</b>
<ul style="list-style-type: none"> <li>● The candidate demonstrates student-centered, asset-based pedagogies that draw upon all students’ linguistic, cultural, and academic funds of knowledge. (NDLETPS Component 3.2.a)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate is able to identify racist, stereotypical or culturally biased content within the prescribed or mandated curriculum. (NDLETPS Component 2.3.a)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate is able to locate, modify, and create curricular content that is equitable and enhances the learners’ sociocultural competence. (NDLETPS Component 2.3.b)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate understands that the learners possess deep personal, familial, and communal cultural knowledge and draws on such knowledge to co-construct new cultural knowledge. (NDLETPS Component 2.3.c)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate is able to plan and design activities aimed at building a mutual appreciation and respect for the targeted cultural groups among the families and community members. (NDLETPS Component 2.4.c)</li> </ul>
<ul style="list-style-type: none"> <li>● The candidate understands that advocating, confronting, speaking up, managing conflicts, taking risks, taking a stance, questioning authority, or exercising one’s agency can vary across cultures, social classes, race, ethnicity, gender, and legal status. (NDLETPS Component 5.1.c)</li> </ul>