



# Dual Language Educator License: Highlights of Competencies, Knowledge and Skills

Highlights from Cross-State (WA, NY, TX) Bilingual/Dual Language Teacher Licenses  
Organized by TESOL/NCATE Teacher Education Standards

## Domain 1: Language

The Dual-Language teacher should know, understand, and be able to apply the theories of first and second language acquisition and the understanding of language as a system to the classroom.

### Teacher Knowledge: What Teachers Know

The Dual-Language teacher knows and understands:

- 1.1 How to read, write, and communicate orally in a proficient manner in L1 and L2 (TX)
- 1.2 First (L1) and second language (L2) acquisition and development processes and the relationship between L1 and L2. (WA)
- 1.3 How the student's first language proficiency in listening, speaking, reading, and writing transfers to English and impacts second language acquisition (WA)
- 1.4 Language development and can describe the different stages of language acquisition in L1 and L2 (WA)
- 1.5 Similarities and differences between all aspects of L1 and L2 structures including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function) (WA)
- 1.6 The interrelatedness and interdependence of first- and second-language acquisition (TX)

### Application: What Teachers Can Do

The Dual-Language teacher is able to:

- 1.1s Prepare lessons, materials, and assessments in L1 and L2 (TX)
- 1.2s Apply linguistic concepts to support learners' language and literacy development in L1 and L2 (TX)
- 1.3s Apply knowledge of linguistic concepts to select and use appropriate instructional methods, strategies, and materials for teaching L1 and L2 (TX)
- 1.4s Assist learners in making connections between languages (e.g., noting similarities and differences, using cognates) (TX)

**Domain 2: Culture**

The Dual-Language teacher should know, understand, and use major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all Dual-Language students

**Teacher Knowledge: What Teachers Know**

The Dual-Language teacher knows and understands:

- 1.1 An understanding of the benefits of multilingualism and multiculturalism in a global society (NY)
- 1.2 The characteristics of various processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism, multiculturalism) and the role these processes play in various models of bilingual education (e.g., by promoting additive or subtractive bilingualism /biculturalism) (NY)
- 1.3 Candidates can explain the differences between assimilation, acculturation, and cultural plurality and their potential impact on students' cultural identity (WA)

**Application: What Teachers Can Do**

The Dual-Language teacher is able to:

- 1.1s Emphasize the benefits of bilingualism and biculturalism (TX)
- 1.2s Create an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation (TX)
- 1.3s Use authentic materials from students' cultures (WA)
- 1.4s Work effectively in the classroom settings with culturally and linguistically diverse populations (WA)

**Standard 3: Planning, Implementing, and Managing Instruction**

The Dual-Language teacher should know, understand, and use evidence-based practices, strategies, and program models related to planning, implementing, and managing instruction for the Dual-Language classroom.

**Teacher Knowledge: What Teachers Know**

The Dual-Language teacher knows and understands:

1.1 The characteristics, goals, benefits, and limitations of various types of bilingual education models/programs (e.g., submersion, dual-language/two-way bilingual, structured immersion, transitional, developmental, maintenance, early-exit, late-exit); research findings of the effectiveness of various models of bilingual education; and features that distinguish additive vs. subtractive bilingual education programs (NY)

1.2 Potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner (WA)

**Application: What Teachers Can Do**

The Dual-Language teacher is able to:

1.1s Apply effective practices and strategies to plan, implement, adapt, and modify curriculum and instruction for multiple language proficiency level classrooms with students from diverse backgrounds (WA)

1.2s Implement effective curriculum, instruction, assessment, and evaluation in all content areas in both L1 and L2 (TX)

1.3s Create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in L1 and L2 (TX)

1.4s Integrate language arts skills in L1 and L2 into all content areas (TX)

1.5s Use content-area instruction to promote learners' language acquisition and development in L1 and L2 (TX)

1.6s Use a variety of approaches to deliver comprehensible instruction in L2 to support the development of learners' content-area knowledge and skills and their development of cognitive academic language in L2 (TX)

**Domain 4: Assessment**

The Dual-Language teacher should understand the issues and concepts of assessment of Dual-Language students. Teachers should know how to assess content, language skills, and literacy in both languages of instruction.

**Teacher Knowledge: What Teachers Know**

The Dual-Language teacher knows and understands:

- 1.1 How to use learners' prior knowledge to facilitate their acquisition of literacy in the second language (TX)
- 1.2 Types of formal and informal literacy assessment in the primary language (TX)

**Application: What Teachers Can Do**

The Dual-Language teacher is able to:

- 1.1s Maintain learners' literacy in L1 while developing learners' literacy in L2 (TX)
- 1.2s Use oral language techniques and explicit instruction in phonemic awareness and decoding to promote literacy in L2 (TX)
- 1.3s Assess and monitor learners' level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction (TX)

**Domain 5: Professionalism**

The Dual-Language teacher should act as a community resource and advocate for Dual-Language programs and students and collaborate with colleagues.

**Teacher Knowledge: What Teachers Know**

The Dual-Language teacher knows and understands:

- 1.1 Their role as an advocate, a resource, and provide leadership within their school and community (WA)
- 1.2 Connection between elevating the status of the second language of instruction and students' success in the second language

**Application: What Teachers Can Do**

The Dual-Language teacher is able to:

- 1.1s How to serve as an effective resource for working with English language learners and the importance of collaborating with other educational staff and community members (WA)
- 1.2s Effectively elevate the status of the second language of instruction by stressing its value to students, community, colleagues, and parents