584-066-0015
Knowledge Skills and Abilities for Dual Language Specialization

(1)(a) A Dual Language specialization may be indicated on any TSPC Basic, Standard, Initial or Continuing Teaching License with a second language endorsement so long as the educator qualifies for the specialization by demonstrated completion of a Commission-approved program for Dual Language specialization.
(b) Once the specialization is earned and placed on a license, the retention of the specialization will be dependent upon ongoing professional development or other specific activities directly related to the Dual Language specialization.

(1) Language: The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice. Dual language teachers are able to communicate in two languages at a high proficiency level to carry out their instructional and professional responsibilities. The dual language teacher:

(a) Knows two or more languages and is professionally proficient in at least two languages;
(b) Understands societal perceptions of languages and its impact on cultural and academic identity;
(c) Knows first (L1) and second language (L2) acquisition and development theory and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multi-literacy;
(d) Understands how the student's first language proficiency (listening, speaking, reading, and writing) transfers to an additional language; and
(e) Knows the similarities and differences between 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).

(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. The dual language teacher:

(a) Knows the benefits of multilingualism and multiculturalism in a global society;
(b) Understands that systemic, institutional, and individual socio-cultural and historical forces affect cross-cultural interaction;
(c) Understand the impact of social injustice on the lives of students and families;
(d) Knows the importance of the socio-cultural and historical context of diverse students, families, schools and communities; and
(e) Understands the importance of student cultural and academic identity development and how development will vary depending on the individual student's background and experiences.

Data Classification Level: 1 – Published
November 2013; DO: Chamberlain/Menk

(3) Planning, Implementing, and Managing Instruction: The dual language teacher knows, understands, and uses evidence-based practices and strategies related to planning, implementing, and managing instruction in dual language classrooms. The dual language teacher:
(a) Understands the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs;
(b) Knows how to identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices;
(c) Knows how literacy develops in two languages and how it influences instructional planning; and
(d) Knows how content knowledge and literacy develops in two languages and how it influences instructional planning.

(4) Assessment: The dual language teacher should understand the complexity of assessment to inform instruction for students' learning in multiple languages. Teachers should know how to assess language skills, literacy and content in both languages of instruction. The dual language teacher:
(a) Knows how to assess learners' prior knowledge to facilitate their acquisition of language and literacy in the second language;
(b) Understands the necessity to use multiple measures to assess language, literacy and content in L1 and L2;
(c) Understands the role of formative assessments in literacy and the content areas in both L1 and L2, and how to use results to design and differentiate instruction; and
(d) Knows the potential linguistic and cultural biases of assessment instruments.

(5) Professionalism: The dual language teacher knows and understands current and emerging trends in educational research. Acts as a resource and advocate for multilingualism and collaborates with students, their families, the school community and educational professionals in order to meet the needs of multilingual students. The dual language teacher:
(a) Knows and understands that advocacy requires knowledge of one's own cultural background and self-reflection;
(b) Knows how to access the most relevant dual language resources for the benefit of students and families;
(c) Understands the importance of leadership within the school, district, and community;
(d) Recognizes their role as an advocate in elevating the benefits and status of multilingualism; and
(e) Understands the history and policies of multilingual education and the dual language field.

(6) Community & Family Engagement**:** The dual language teacher knows, understands and uses principles, theories, research and application related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students. The dual language teacher:

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(a) Understands the value of engaging students, families, and community members in contributing to an inclusive learning environment;
(b) Knows that students, families, and communities bring multiple funds of knowledge and assets;
(c) Understands that all families bring cultural and linguistic variations and the importance of the teachers' role in being culturally and linguistically responsive; and
(d) Understands their role and responsibility to create alliances for the empowerment of families and communities.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: