# TExES™ Bilingual Education Supplemental (164)
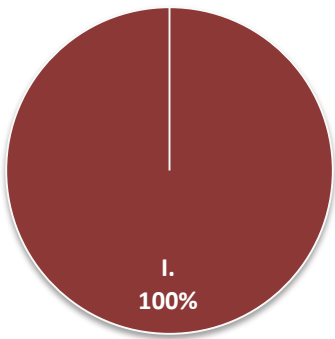# Test at a Glance

See the test preparation manual for complete information about the test along with sample questions, study tips and preparation resources.

| Test Name | Bilingual Education Supplemental |
|---|---|
| Test Code | 164 |
| Time | 5 hours |
| Number of Questions | 80 multiple-choice questions |
| Format | Computer-administered test (CAT) |



| Domain | Domain Title | Approx. Percentage of Test |
|---|---|---|
| I. | Bilingual Education | 100% |

## About This Test

The TExES Bilingual Education Supplemental (164) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 80 multiple-choice questions are based on the Bilingual Education Supplemental test framework. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

## The Test Framework

The Bilingual Education Supplemental test framework is based on the educator standards for this field. The content covered by the test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.

- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed on the next page. These are followed by a complete set of the framework's competencies and descriptive statements. Read each competency with its descriptive statements to get a more specific idea of the knowledge you will be required to demonstrate on the test.

# Educator Standards

**Bilingual Education Standard II**
The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

**Bilingual Education Standard III**
The bilingual education teacher knows the process of first- and second-language acquisition and development.

**Bilingual Education Standard IV**
The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

**Bilingual Education Standard V**
The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

**Bilingual Education Standard VI**
The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

# Domains and Competencies

## DOMAIN I — BILINGUAL EDUCATION

**Standards Assessed: Bilingual Education II–VI**

Competency 001: *The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.*

The beginning teacher:

A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.

B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners, including identification of students' English-language proficiency levels in the domains of listening, speaking, reading and writing. These proficiency levels are in accordance with the descriptors for the beginning, intermediate, advanced and advanced-high levels as described in the English Language Proficiency Standards (ELPS).

C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.

F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.

G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.

H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).

J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

Competency 002: *The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).*

The beginning teacher:

A. Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.

B. Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.

C. Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive) and understands the instructional implications of these stages and theories/models.

D. Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.

E. Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).

F. Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum, including providing focused, targeted and systematic second language acquisition instruction to English-language learners (ELLs) in Grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening, speaking, reading and/or writing in accordance with the English Language Proficiency Standards (ELPS).

G. Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students' language development in L2.

Competency 003: *The beginning Bilingual Education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.*

The beginning teacher:

A. Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.

B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.

C. Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students' literacy development in L1.

D. Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students' L1 literacy development in grades EC–12.

E. Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).

F. Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.

G. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).

Competency 004: *The beginning Bilingual Education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students' academic achievement across the curriculum.*

The beginning teacher:

A. Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to provide appropriate instruction in a manner that is linguistically accommodated (communicated, sequenced, scaffolded) to the students' levels of English language proficiency to ensure that the student learns the knowledge and skills across all content areas in both L1 and L2.

B. Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS), including developing the foundation of English-language vocabulary, grammar, syntax and English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

C. Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.

D. Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills and learning strategies in L2 (e.g., using prior knowledge, metacognition, and graphic organizers) across content areas.

E. Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.