

505-3-.107 DUAL IMMERSION ELEMENTARY EDUCATION (P-5) ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare teachers certified in P-12 Foreign Language Education to teach content to students in a dual immersion classroom. This rule supplements requirements in Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A GaPSC approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation Foreign Language program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) Candidates admitted to the program must hold certification in P-12 Foreign Language education.

(c) To receive approval for a Dual Immersion Elementary Education (P-5) Endorsement a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards published by the National Association for the Education of Young Children (2012), Association for Childhood Education International (2007), and the California Commission on Teacher Credentialing "Approved Bilingual Program Standards" as follows:

1. Using Developmentally Effective Approaches: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. The indicators are as follows:

(i) Using developmental knowledge to establish a classroom environment that is healthy, respectful, and grounded in positive relationships and supportive interactions as the foundation of their work with children;

(ii) Knowing and using effective research based strategies and tools for pre-Kindergarten through 5th grade children including the appropriate use of technology;

(iii) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection, and inquiry experiences) to help pre-Kindergarten through 5th grade children develop intellectual curiosity, solve problems, and make decisions;

(iv) Reflecting on own practice to promote positive outcomes for each child;

(v) Understanding the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions; and

(vi) Employing a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

2. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in Dual Immersion Elementary Education (P-5) programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in elementary curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:

(i) Understanding and integrating multicultural content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts--music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety across the curriculum;

(ii) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iii) Using content knowledge, appropriate content standards, and other resources to design implement and evaluate developmentally meaningful, culturally responsive, and challenging curriculum for each child;

(iv) Recognizing and utilizing opportunities for appropriate curriculum integration;

(v) Planning, developing, implementing and assessing standards-aligned content instruction in the primary and target language differentiating by students' levels of language proficiency;

(vi) Evaluating, selecting, using and adapting state-board adopted and state-board approved materials, as well as other supplemental instructional materials; and

(vii) Demonstrating the ability to use a variety of criteria for selection of culturally responsive instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

(viii) Content specific indicators: The program shall prepare elementary professionals to meet the following indicators based on content standards promoted by the Association for Childhood Education International (2007):

(I) Reading, Writing and Oral Language: Demonstrating a knowledge of teaching reading and writing in the target language and English

(II) Language Arts: Demonstrating reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(III) Science: Demonstrating the use of fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

(IV) Mathematics: Demonstrating the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

(V) Social studies: Demonstrating the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote

elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(VI) The arts: Demonstrating the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(VII) Health education: Demonstrating the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

(VIII) Physical education: Demonstrating human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3. Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that child observation, documentation, and other forms of assessment are central to the practice of all elementary professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. The indicators are as follows:

(i) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5th grade children;

(ii) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;

(iii) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities;

(iv) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments; and

(v) Using a variety of formal and informal assessments of content and language proficiency in a dual immersion program.

4. Becoming a Dual Immersion Professional: Candidates prepared in Dual Immersion Elementary Education (P-5) programs identify and conduct themselves as members of the profession. They know and use ethical guidelines and other professional standards related to practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. The indicators are as follows:

(i) Understanding the base of knowledge of the history, policies, programs, and research on the effectiveness of dual immersion education and biliteracy in the United States;

(ii) Applying knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice and the dimensions of learning in dual language education program models;

(iii) Understanding the benefits of multilingualism and multi-literacy in a global society;

(iv) Recognizing the knowledge of contrastive linguistics; specifically, the transferability of knowledge and skills between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages;

(v) Demonstrating knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in Georgia and the United States; and

(vi) Promoting authentic family participation that includes learning about school systems, assuming leadership roles and affecting policy.

5. Building Family and Community Relationships: Candidates prepared in Dual Immersion Elementary Education (P-5) programs understand that successful elementary education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. The indicators are as follows:

(i) Knowing about and understanding diverse family, family structures, and community characteristics;

(ii) Supporting and engaging families and communities through respectful, reciprocal relationships;

(iii) Involving families and communities in children's development and learning;

(iv) Promoting candidates' understanding of the family as a primary language and cultural resource, regardless of the home language;

(v) Understanding that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community; and

(vi) Developing dual immersion candidates' understanding and knowledge of intercultural communication and interaction that is linguistically and culturally responsive.

6. Dual Immersion Field Experiences: Field experiences for dual immersion are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of pre-Kindergarten through 5th grade children in a dual immersion classroom. Candidates shall:

(i) Observe and participate under the supervision of qualified professionals in dual immersion settings in which children are served (such as public and private centers, schools, and community agencies);

(ii) Work effectively over time with dual language learners of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems; and

(iii) Analyze and evaluate the dual immersion field experience, including supervised experience in working with families, and supervised experience in working with interdisciplinary teams of professionals.