**Transcript Review Worksheet**

**5440- 39 – Bilingual Education**

The holder is authorized to teach students who are English Language Learners (ELL) and/or native speakers of English, in a language other than English, as well as in English. **This endorsement is limited to holders of endorsements in early childhood, elementary education, middle grades, special education, English as a Second Language, or science, social studies, mathematics, or English language arts.** The holder's language(s) of concentration and instructional level shall be indicated on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

**PLEASE NOTE: THIS ENDORSEMENT DOES NOT AUTHORIZE AN INDIVIDUAL TO PROVIDE ENGLISH AS A SECOND LANGUAGE INSTRUCTION. THE ESL ENDORSEMENT IS REQUIRED TO PROVIDE ESL INSTRUCTION.**

| **Content**  **Topic** | **College/**  **University** | **Course**  **Number** | **# of Credits** | **Course Title** |
| --- | --- | --- | --- | --- |
| Knowledge Standards: |  |  |  |  |
| Proficiency *(defined as a minor, or eighteen credits, six of which must be at the advanced undergraduate or graduate level)* in a second language, including listening, speaking, reading and writing skills. This could be shown by passage of an ACTFL exam. |  |  |  |  |
| Knowledge of the special problems and unique qualities for bilingual-multicultural education, including a respect for cultural diversity and sensitivity to the development of self-concept and special needs of children of different cultures |  |  |  |  |
| Knowledge of the differences between the sound systems, forms and structures of the second language and English, as well as knowledge of sociolinguistics and psycholinguistics necessary to understand the differences and commonalities between the two sound systems. |  |  |  |  |
| Knowledge of how to assess students' language abilities and how to adapt instructional materials to meet students' needs and abilities. |  |  |  |  |
| Ability to: |  |  |  |  |
| 1. Teach subject matter in the student’s dominant language, according to the students’ needs and abilities |  |  |  |  |
| 1. Develop students awareness of and appreciation for cultural diversity |  |  |  |  |
| 1. To assist students in maintaining and extending identification with and pride in their first culture, while at the same time facilitating learning to be successful in the dominant culture |  |  |  |  |
| 1. To assist students in maintaining and extending their command of their first language as well as the English language |  |  |  |  |
| 1. To involve students in the culture and history of the ancestry to help develop their understanding of the contribution of the cultural or ethnic group to American culture, history and lifestyle |  |  |  |  |
| 1. To identify cultural biases in existing curricula, materials, and/or teaching techniques and to modify these as appropriate |  |  |  |  |
| 1. To foster the relationship between families of bilingual students and the schools |  |  |  |  |
| 1. To stimulate community participation in the school program and to enhance sociocultural exchanges among all groups |  |  |  |  |