**Section 28.330 Standards for the LBS II/Bilingual Special Education Specialist**

a) Foundations – The competent bilingual special education specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent bilingual special education specialist understands:

A) cross-cultural patterns, practices or attitudes, and their effect on cognitive, affective, behavioral, and motivational development;

B) current theories and practices of bilingual education, bilingual special education, and English as a second language (ESL); and

C) legislation, litigation, funding, and current research relative to special education services for linguistically and culturally diverse (LCD) students.

2) Performance – The competent bilingual special education specialist:

A) understands and speaks proficiently in the primary language spoken by students and parents (i.e., home language) and in English;

B) reads, comprehends, and writes proficiently in the home language and in English;

C) facilitates the development of cross-cultural competencies in students;

D) incorporates contributions and content material from diverse cultural groups into educational programming; and

E) articulates a rationale for bilingual special education and for use of ESL strategies in special education.

b) Characteristics of Learners – The competent bilingual special education specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-22).

1) Knowledge – The competent bilingual special education specialist understands theories of first and second language acquisition.

2) Performance – The competent bilingual special education specialist:

A) identifies structural differences between the student's first and second languages and the interaction between the two languages; and

B) effectively discriminates between characteristics of a language disorder and English acquisition processes.

c) Assessment – The competent bilingual special education specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent bilingual special education specialist:

A) can analyze the student's receptive and expressive languages at the phonological, syntactical, morphological, semantic, and pragmatic levels in the home language and in English (English only for ESL); and

B) understands assessment procedures and instruments, both standardized and authentic, to evaluate LCD students' language proficiency, language dominance, language development, and achievement.

2) Performance – The competent bilingual special education specialist:

A) recognizes potential linguistic and cultural biases of standardized and authentic assessments and adapts procedures for LCD students;

B) assesses in both the home language and English and is able to interpret results, including implications for instruction (English only for ESL); and

C) designs and implements formative and summative evaluations relative to educational interventions and programming for LCD students with disabilities.

d) Planning for Instruction – The competent bilingual special education specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

1) Knowledge – The competent bilingual special education specialist:

A) knows sources for materials appropriate for LCD students with disabilities; and

B) knows theories and practices of transition from the home language to English in literacy instruction.

2) Performance – The competent bilingual special education specialist develops instructional goals based on the identified levels of language proficiency in the home language and English acquisition for students with disabilities.

e) Learning Environment – The competent bilingual special education specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(e)(1) of this Part.

2) Performance – The competent bilingual special education specialist creates a learning environment that fosters successful social and academic experiences through knowledge related to the English acquisition and acculturation processes.

f) Instructional Delivery – The competent bilingual special education specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).

1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(f)(1) of this Part.

2) The competent bilingual special education specialist:

A) utilizes assessment and other relevant data to adapt instructional programs appropriate for bilingual, non-English and limited-English proficient students with disabilities;

B) evaluates the effectiveness of instructional strategies and methods and modifies them to meet the unique linguistic and academic needs of LCD students with disabilities;

C) uses bilingual paraprofessional educators effectively for assistance in instruction and evaluation purposes;

D) implements varied teaching techniques appropriate for LCD students (e.g., mediated learning, holistic approaches to literacy development, and natural language approach);

E) provides instruction in the home language and English to implement the IEP; and

F) provides instruction using ESL approaches.

g) Collaborative Relationships – The competent bilingual special education specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.

1) Knowledge – The competent bilingual special education specialist meets the standards set forth in Section 28.100(g)(1) of this Part.

2) Performance – The competent bilingual special education specialist:

A) serves as a consultant to general educators who serve LCD students with disabilities;

B) facilitates communication among parents, guardians, child advocates and other educational personnel involved in the educational program of the LCD students;

C) contributes instructional recommendations as a member of IEP teams responsible for the design and implementation of the instructional program for LCD students with disabilities;

D) communicates with the parents concerning the educational needs of their children and facilitates active participation of the parents and guardians in the development of the IEP; and

E) translates content materials, instructions, letters, etc., to parents and community members into their primary language.

h) Professional Conduct and Leadership – The competent bilingual special education specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The competent bilingual special education specialist meets the standards set forth in Section 28.100(h) of this Part.

i) Reflection and Professional Growth – The competent bilingual special education specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. The competent bilingual special education specialist meets the standards set forth in Section 28.100(i) of this Part.

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