PREPARATION OF TEACHERS WITH A BILINGUAL AUTHORIZATION PROGRAM: SPANISH

California State University San Marcos
College of Education
San Marcos, CA 92096-0001

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To The
California Commission on Teacher Credentialing
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College of Education, California State University San Marcos

Response to the Preconditions

The linked document contains California State University San Marcos’ response to the General Preconditions established by the Commission. The Preconditions were approved during the CTC’s accreditation visit to the College of Education in March 2007.
Preconditions - College of Education.2006

Response to the Preconditions for Bilingual Authorization Programs

The linked document contains California State University San Marcos’ response to the three Preconditions for the Bilingual Authorization Program.
Preconditions - Bilingual Program.2011
Response to the Common Standards

The linked document contains California State University San Marcos’ response to the 2008 Common Standards. Our institution’s full response to the 2008 Common Standards has not been submitted previously to the California Commission on Teacher Credentialing.

CSUSMCommonStandards.2011
Overview of the Bilingual Authorization Program: Spanish

Candidates at California State University San Marcos will be able to earn their Bilingual Authorization in Spanish either concurrently with their SB 2042 credential, or as an add-on authorization to an existing SB 2042 credential or equivalent (EL Authorization). The Bilingual Authorization Program courses will be offered at the MA-level so that candidates (either concurrent or add-on) can apply their courses towards the Master of Arts in Education offered in the College of Education – a 30 unit degree program. The Bilingual Authorization courses will be taught in Spanish. The Bilingual Authorization Program has three requirements:

1. Successful completion of two Bilingual Authorization courses (3 units each – in Spanish)
2. Successful completion of a field experience in a bilingual setting or its equivalent
3. Successful completion of a Spanish language assessment

This chart indicates in what context the Bilingual Authorization program standards are met.

<table>
<thead>
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<th>Bilingual Authorization Program Standards</th>
<th>Program Component Where Standard Met</th>
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The College of Education is a mission-driven college committed to diversity, educational equity and social justice. Because English learners comprise approximately 25% of the total K-12 student population in California schools, many courses in our MA programs have always focused on English learners and how to provide them with equitable educational experiences. Candidates pursuing the Bilingual Authorization in Spanish in the College of Education can continue in the Master of Arts in Education programs and are given the opportunity to complete coursework in the areas of Multicultural / Multilingual Education, Literacy Education, Teaching and Learning, Math, Science and Technology, and Educational Administration. Several of the MA courses are CTC-approved to meet California Teachers of English Learners (CTEL) competency standards. Candidates earning their Bilingual Authorization in Spanish, and then continuing on to complete requirements for a Master of Arts in Education at California State University San Marcos have the opportunity to take a wide range of classes that will help them be effective and equitable teachers of English learners.
Responses to the Bilingual Authorization Program Standards

A narrative response is provided for Bilingual Authorization Standards 1 through 6. In response to Standard 1, the Bilingual Authorization program will follow the philosophy statement of the College of Education’s Master of Arts program which emphasizes critical pedagogy and reflective practice. A detailed description is provided explaining how the Bilingual Authorization program will focus on equity and diversity issues as they relate to the education of English learners. The response to Standard 2 describes how the Bilingual Authorization Program is designed to assess candidates on multiple measures in coursework as well as in a field placement. A detailed description of how candidates will gain and demonstrate knowledge through coursework is provided in response to Standards 3, 4 and 5. Finally, how candidates’ Spanish language proficiency will be assessed is described in the response to Standard 6.

Included in the appendices are the following: supporting attachments including an observation form used to assess the candidates’ field experience; syllabi for each of the two courses designed to meet the Bilingual Authorization standards, EDUC 653 and EDUC 654; detailed course assignment descriptions that demonstrate how candidates meet standards in the coursework along with the assessment criteria for the assignment; the syllabus for the clinical practice practicum, EDUC 655, for “add on” candidates; and curriculum vitae for faculty members teaching in and/or responsible for the administration of the Bilingual Authorization Program.
Standard 1: Program Design
The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings. The sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education. The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom. The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture. It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners’ progress toward meeting standards as defined in the California Curriculum Frameworks (2006). The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.

The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

The Bilingual Authorization Program at California State University San Marcos will be administered as a concurrent component of the teacher credential programs as well as part of the Master of Arts (MA) program in the College of Education. Accordingly, both Bilingual Authorization content classes (EDUC 653 and EDUC 654) are offered at the MA-level, and taught completely in Spanish. Candidates completing the Bilingual Authorization program can apply the courses completed towards an MA in Education. The statement of philosophy for the Bilingual Authorization program is that of the MA in Education program:

The Master of Arts in Education Program in the College of Education at Cal State San Marcos is characterized by its emphasis on critical pedagogy and reflective practice. The program's view of educators as an instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, the construction of meaning and the production (vs. reproduction) of knowledge.

The College of Education is a mission-driven college. We strive to transform public education through a commitment to diversity, educational equity and social justice. In our Master of Arts programs, we have always required that ALL our MA candidates complete competencies that demonstrate their ability to effectively teach English learners. Across our credential programs,
faculty members have worked collaboratively over the years to incorporate SB2042 competencies in our courses so that our credential candidates are well-prepared to meet the needs of a diverse K-12 student population, particularly English learners. The mission of the College of Education states:

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings.

The underlying philosophy for the Bilingual Authorization Program: Spanish is embedded in the statement of philosophy of our MA in Education program as well as in the mission statement of the College of Education. The Bilingual Authorization Program will be defined by its emphasis on critical pedagogy and reflective practice. Aligned with the College of Education’s mission, the Bilingual Authorization Program will prepare thoughtful bilingual educators who are committed to diversity, educational equity and social justice in our public schools. The Program defines educational equity in part on emphasizing the importance of primary language instruction, differentiation based on learning styles and English proficiency levels, and having high expectations of English learners in bilingual settings.

The sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education.

The Bilingual Authorization program outlined in this document has the full support of the faculty and staff of the College of Education. The organizational structure of the College of Education is a shared governance system. Faculty members are elected to serve as program coordinators and receive re-assigned time (course release) to complete the duties associated with the program. The Coordinator of the Multicultural / Multilingual Programs currently administers the BCLAD and CTEL programs, and will continue to administer the redesigned Bilingual Authorization program. The coordinator receives 3 units of re-assigned time each semester to administer the Bilingual Authorization and CTEL programs. Additionally, candidates’ field experiences in the Bilingual Authorization program will be facilitated through our Field Experience Office which also will assist the Multicultural / Multilingual faculty to hire and train educators in the field with bilingual expertise who will help with the supervision of candidates in the program.

The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction.

The leadership team overseeing the Bilingual Authorization program consists of the five members of the Multicultural / Multilingual faculty. Each member of the Multicultural / Multilingual faculty has extensive teaching, research and field experiences in the areas of
second language acquisition, bilingual education, English learners, and multicultural education. In addition to the Multicultural/Multilingual leadership team, faculty members in the area of Literacy will serve as advisors to assist in the administering the Bilingual Authorization program. Curriculum vitae for all faculty members who will serve on the leadership team and/or have a role in ensuring the program standards are met are included as Appendix E.

The Multicultural / Multilingual faculty meet monthly to discuss program administration, ensure consistent course content, and to discuss student progress and assessment in all programs that the faculty oversee, including the CTEL and BCLAD programs, and the Multicultural Specialist Certificate in our Master of Arts program. The Multicultural / Multilingual faculty is experienced in overseeing programs and will carry forward these experiences with the Bilingual Authorization Program. In addition to the leadership team, coordinators of all programs in the College of Education meet twice a month to discuss administration and implementation of the College’s programs. In these meetings, the Coordinator of the Multicultural / Multilingual Programs works with the other college program coordinators on any matters concerning the administration of the Bilingual Authorization Program.

*The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level.*

The College of Education works closely with our partnership districts in north San Diego County and southwest Riverside County to ensure that all our programs are designed to meet their needs. The College of Education designed the Bilingual Authorization Program in consultation with several of our local partnership school districts. As a result of our consultation, the Bilingual Authorization Program has been designed to build upon the knowledge and skills candidates develop in our SB2042 credential programs as well as in districts’ BTSA programs. Through the Bilingual Authorization Program at CSUSM, candidates receive knowledge and skills in regards to instructing English learners in bilingual settings in K-12 classrooms that is at a more comprehensive level than is presented in their BTSA programs. Instructors teaching courses in the Bilingual Authorization Program are continuously engaged in professional development and scholarly research activities so that course content reflects the needs of teachers of English learners at the local, state and national levels.

An example of initial and ongoing collaboration with local school districts is the close working relationship existing with area schools where biliteracy programs exist. For example, at one dual immersion elementary school in Escondido, CA, bilingual faculty members are engaged in the planning, delivery, and assessment of programs designed to enhance the professional development of bilingual teachers. A parental Involvement component including home-visits, workshops in the community, and workshops at school was designed and it is being carried out at local schools. Through the use of assigned time grants, Multicultural / Multilingual faculty members also work closely with a district in Valley Center, CA with several Two-Way Bilingual Immersion (TWBI) schools to identify effective elements of the program as it is administered at each school site. Multicultural / Multilingual faculty members teaching courses in the Bilingual Authorization program are also engaged in research activities in the field of bilingual education including a project designed to help bilingual teachers enhance communication with parents and the local community.

Furthermore, there is ongoing communication and dialogue with district partners on multiple levels. The Coordinator of the Multicultural / Multilingual Programs has established lines of communication with district personnel, site administrators, and cooperating teachers during
Clinical Practice Experiences. Candidates are given orientation and guidance on how to develop and maintain professional dialogues with cooperating teachers, school staff, students, parents, and the community. Trained Supervisors observe, evaluate, and dialogue with candidates and cooperating teachers, as well as site administrators, during the Clinical Practice Experience. Protocol for placement and problem solving is established at the beginning of each Clinical Practice Experience, and candidates are expected to follow proper procedure as outlined by the protocol.

During the past 17 years the College of Education at CSUSM has prepared bilingual candidates who are now successful classroom teachers and administrators in the local school districts. As a result, bilingual candidates in the program are easily placed in programs that meet the necessary requirements for biliteracy. Administrators will usually recommend cooperating teachers based on their availability and expertise as bilingual and/or English Language Development (ELD) teachers. Cooperating teachers receive a handbook containing the description of the program, the roles and responsibilities, and the necessary observation and evaluation forms to be completed at different stages of the Clinical Practice Experience.

This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom.

Multicultural / Multilingual faculty members teaching courses in the Bilingual Authorization program teach across all the college’s programs – pre-requisite courses, credential programs and in the Master of Arts program. The faculty members also supervise credential candidates in the credential programs which creates a clear learning-to-teach continuum across all levels of programs in the College of Education. Because the Bilingual Authorization program is offered both concurrently in our teacher credential programs and at the MA-level, the students are both credential candidates and current classroom teachers. The Bilingual Authorization courses are designed for credential candidates and classroom teachers who will apply knowledge learned in each course to their current or future teaching experiences. The two groups of students will create a learning community where credential candidates and current classroom teachers learn from and support one another as they learn how to provide equitable educational opportunities to students in K-12 bilingual classrooms.

As described in the response regarding the leadership team above, the Multicultural / Multilingual faculty meet on a monthly basis, and the College of Education’s program coordinators meet twice a month. In addition, the College of Education governance community (faculty and staff) meets once a month. At each level, faculty members discuss articulation across all the college’s programs, and reflect upon our practice to determine how we can best meet the needs of the K-12 student population that the college serves.

The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture.

The curriculum for both content courses in the Bilingual Authorization Program has been designed with the KSAs for bilingual methodology and culture as the course foundational knowledge. For each content course, EDUC 653 and EDUC 654, the class session topics are aligned to the KSAs. For example, Sessions 2 and 3 of EDUC 653 – Biliteracy Education I: Contexts for Learning centers on readings and activities of the foundations of bilingual
education (Subtest IV, Domain 1: Bilingual Education and Bilingualism). Sessions 7-9 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts focus on readings, activities and assignments on intercultural communication, cross cultural and inter- intra communication (Subtest IV, Domain 2: Intercultural Communication). Also in EDUC 654, candidates design lesson plans including activities and assessments effective for English learners in bilingual settings (Subtest IV, Domain 3: Instruction and Assessment).

EDUC 653 - Biliteracy Education I: Contexts for Learning
EDUC 654 - Biliteracy Education II: Methodology and Cultural Contexts

The following table illustrates how the candidates can meet Bilingual Authorization Standard competencies through a combination of coursework and the California Subject Matter Examination for Teachers: Languages Other Than English Examination (CSET:LOTE). As the table shows, Candidates will be able to obtain certification in the target language through coursework in the program and/or with CSET/LOTE exams.

Table 1: Multiple Pathways for Bilingual Authorization

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<thead>
<tr>
<th>Bilingual Language of Emphasis</th>
<th>Standard 3 The Context for Bilingual Education and Bilingualism</th>
<th>Standard 4 Bilingual Methodology</th>
<th>Standard 5 Culture of Emphasis</th>
<th>Standard 6 Assessment of Language Competence</th>
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<tr>
<td>Spanish</td>
<td>Coursework (EDUC 653) or CSET LOTE for Context</td>
<td>Coursework (EDUC 653/654) or CSET LOTE for Bilingual Methods</td>
<td>Course work (EDUC 654) or CSET LOTE on Culture of Emphasis</td>
<td>CSET LOTE on Language of Emphasis</td>
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It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies.

Theories, research and topics on second language acquisition, bilingual education and culturally responsive teaching are covered in the teacher credential program as part of the SB-2042 credential and through the MA-courses in which CTEL standards are met. Candidates in the Bilingual Authorization Program will build upon this knowledge to focus on English learners in bilingual settings.

The curriculum provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of bilingual education and English language development (ELD). Theories addressing second language acquisition (e.g. Krashen, Cummins) communicative competence (e.g. Gumperz, Hymes) as well as current brain research, sociolinguistic, and culturally responsive pedagogy are included in the two Bilingual Authorization Program content courses.

The Bilingual Theoretical Framework is presented in EDUC 653 through the work of Cummins and Krashen in an article by Utta Von Glitch and readings from the Diaz-Rico and Weed text. Candidates in the Bilingual Authorization Program are exposed to Krashen’s work in the area of language acquisition, as well as the BICS and CALP theories described by Cummins.
Additionally, bilingual education theories, programs and instructional practices are also presented in EDUC 653 and EDUC 654 through the works of Diaz-Rico, Chamot & O’Malley, Lindholm-Leary, Moll and others. Collier and Thomas’ longitudinal research study serves as an example of the success of bilingual programs.

The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners’ progress toward meeting standards as defined in the California Curriculum Frameworks (2006).

Candidates in the Bilingual Authorization Program are encouraged to apply the knowledge they learn in their courses to their teaching experiences. Candidates engage in activities where they apply their knowledge of the English Language Development (ELD) standards and the Reading-Language Arts Framework in designing lessons in which students learn content and English language proficiency skills. For example, candidates demonstrate how they develop lesson plans through backward mapping by starting with the English-language arts content standards and the ELD standards to guide their instruction. Candidates design assessments that are aligned to both sets of standards to assess content and language standards and objectives, and then design activities to meet all standards and objectives.

Also aligned with the Reading-Language Arts Framework, candidates are encouraged to draw on their English learners’ strengths and use differentiated instructional strategies to address the full range of learners in the classroom. Methods of instruction modeled and scaffolded by the program include culturally responsive pedagogy, specially designed academic instruction in English (SDAIE), and universal backward design which provide candidates equal access to the content of the program. Candidates design activities so that English learners at various proficiency levels can access the content (i.e. held to the same standard) along with native-English speakers in bilingual and mainstream content classrooms. Connecting these principles to the ELD standards allows candidates in the Bilingual Authorization program to identify skills in all language areas – listening, speaking, reading and writing and design effective instruction that promotes literacy development of English learners.

For example in EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates create a mini-unit plan designed to teach English learners in bilingual settings in their primary language. For these unit plans, candidates will base their instruction and assessments on their English learners’ proficiency levels as outlined in the ELD Standards. Through their mini-units, candidates will demonstrate how their students are progressing with their English proficiency as well as learning content based on subject-matter content standards.

The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.

Candidates at California State University San Marcos will be able to earn their Bilingual Authorization either concurrently with their SB 2042 credential, or as an add-on authorization to an existing SB 2042 credential or equivalent (EL Authorization). The Bilingual Authorization Program courses will be offered at the MA-level so that students (either concurrent or add-on) can apply their courses towards the Master of Arts in Education offered in the College of Education – a 30 unit degree program.
Standard 2: Assessment of Candidate Competence

Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization. During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.

Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization.

Candidates will maintain an electronic portfolio during the program of evidence that Bilingual Authorization Program standards have been met. The portfolios will be reviewed holistically at the end of the program by the leadership team responsible for administering the Bilingual Authorization Program (the Multicultural/Multilingual faculty). The end-of program summative assessment for the bilingual authorization is clearly stated and outlined for candidates in the orientation materials. The end-of program summative assessment builds off the formative assessments completed in the coursework. Candidates will maintain an electronic portfolio demonstrating how they met the Bilingual Authorization standards in their coursework and in their field experience in a bilingual setting. Finally, verification that the candidate has received a passing score on the CSET: LOTE language examination (Spanish) will be included in the portfolio. Candidates must demonstrate satisfactory performance in all three program requirements.

The Bilingual Authorization program has three requirements:

1. Successful completion of two Bilingual Authorization content courses (3 units each)
2. Successful completion of a field experience in a bilingual setting or its equivalent
3. Successful completion of a Spanish language assessment

1. Successful completion of two Bilingual Authorization content courses (3 units each)
Candidates will post assignments from each content course, EDUC 653 – Biliteracy Education I: Contexts for Learning and EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts that demonstrates the Bilingual Authorization standard assigned to the course (standards 3-5) has been met to their electronic portfolio. Each posted assignment will include a description of the assignment, the assessment criteria for the assignment, and a rubric that includes the instructor comments and grade.

For EDUC 653, candidates will post the following assignments to their electronic portfolio; reading reflections (assignment #2), parent / guardian interview (assignment #4) and the primary language (Spanish) lesson plan (assignment #6) and the community footprint (assignment #8). EDUC 653 - Biliteracy Education I: Contexts for Learning

For EDUC 654, candidates will post the following assignments to their electronic portfolio; cultural presentation (assignment #3), mini-unit (assignment #4), historical event essay (assignment #5) and an outcome assessment (assignment #6). EDUC 654 - Biliteracy Education II: Methodology and Cultural Contexts
2. Successful completion of a field experience in a bilingual setting or its equivalent

Candidates pursuing a bilingual authorization will demonstrate s/he has successfully met the field experience requirement by completing the following requirements; a successful observation of the candidate teaching in a bilingual setting, successful completion of Cal-TPA Task 4, and a reflection using guided prompts on their field experience. Candidates pursuing their bilingual authorization concurrently with their credential will complete their field experience requirements during their advanced clinical practice (student teaching). Candidates pursuing their bilingual authorization as an add-on to their credential will complete their field experience requirements through a practicum, EDUC 655: Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings.

EDUC 655 - Practicum Instruction in Bilingual Settings

All candidates pursuing a bilingual authorization, concurrent and add-on, will be held to the same standards and complete the same requirements (described below) during their field experience.

An observation of the candidate in his/her bilingual setting will be conducted by a qualified institutional and/or field-based individual who evaluates that experience. A standard observation form will be used to evaluate the candidate which is based upon the standard observation forms used to evaluate candidates in their field placements across all programs in the College of Education. Candidates will be assessed on whether they meet the criteria for a “local” Teaching Performance Expectation (TPE) that Cal State San Marcos has added to the state-mandated TPEs, TPE 16: Biliteracy. Candidates must demonstrate with their field experience that they have met TPE 16 by; applying pedagogy, theories and principles for biliteracy programs, assessing and addressing the needs of biliterate students, and designing biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students. Bilingual Setting Observation Form

Additionally, candidates will videotape themselves teaching a lesson in a bilingual setting and analyze it using the guidelines provided by Cal-TPA: Culminating Teaching Experience (Task 4). Candidates will submit their videotape and analysis to assessors who are currently trained to evaluate TPA – Task 4 for credential candidates with a bilingual emphasis. Candidates must obtain a passing score (3 out of 4) on their TPA in order to meet this requirement of the field experience for a bilingual authorization. http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-Ch6.pdf

Finally, candidates will write a reflection using guided prompts of their field experience. As with the observation of their field experience, candidates will respond to TPE 16: Biliteracy, to demonstrate they have met the requirements for a bilingual authorization through their field experience. The reflection will address how the candidate has demonstrated that she/he has met TPE 16 by; applying pedagogy, theories and principles for biliteracy programs, assessing and addressing the needs of biliterate students, and designing biliteracy curriculum utilizing developmentally appropriate instructional approaches for biliterate students.

TPE 16 Reflective Statement Example
TPE 16: Biliteracy
Evidence from the three measures; observation form, passing score from Cal-TPA: Culminating Teaching Experience (Task 4) and the reflection of practice will be submitted to the candidate’s electronic portfolio and reviewed by the leadership team (Multicultural/Multilingual faculty).

3. **Successful completion of a Spanish language assessment**
   Verification of a candidate’s passing score on the CSET: LOTE language examination (Spanish) will be included in his/her electronic portfolio by a credential analyst.

*During the program, candidates are **guided and coached** on their performance in bilingual instruction using formative assessment processes.*

For both content courses, each class session is aligned with Bilingual Authorization Program standards. Class activities have been designed to scaffold information for the candidates and to support them in mastering the content. Assessments within the Bilingual Authorization Program include multiple measures. Candidates in the program are required to show competence for each standard through performance-based assessments connected to the content of the two required courses, EDUC 653 and EDUC 654. These assessments include oral and written assignments such as oral presentations in classes, research-based written assignments, case studies, and lesson plans. Course assignments are assessed using rubrics so the candidates understand the expectations and criteria of the assignment. For example in EDUC 654, candidates work with their peers on several drafts of their mini-unit assignments giving them opportunities to get continuous feedback from the instructor to ensure all criteria are met. **Interdisciplinary Thematic Unit Assessment Criteria**

Formative assessment measures and procedures are used to provide candidates with timely and constructive feedback. Courses are ideally taken in an organized and specific sequence and content knowledge is built from class to class. All assignments are evaluated and assigned a grade by the course instructors. In addition, assignments and course activities are designed to support candidates in their field experience and on the language assessment. For example, during class activities candidates are assessed continually by the instructor on their oral proficiency in Spanish so they can gauge their progress throughout the semester. Similarly, reading and writing assignments are assessed based on content and Spanish language proficiency. **Assessment Criteria - Language Proficiency**

Candidates’ field placement experiences are assessed by a qualified university and/or field-based individual to whom the candidate is assigned. The qualified individual will observe the candidate teaching in his/her field placement using a standard observation form. During the field experiences, candidates meet with the university and/or field-based individual on a regular basis to reflect upon the candidate’s practice and how she/he can be a more effective teacher of students in bilingual settings. Following the practice of all programs offered in the College of Education at Cal State San Marcos, candidates for a bilingual authorization will receive support from multiple sources to ensure they successfully meet all program requirements including course instructors, the program coordinator, the leadership team, the university or field-based individual overseeing the field experience, credential analysts and their peers.

*Verification of candidate’s performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.*
The leadership team overseeing the Bilingual Authorization Program is responsible for determining the bilingual expertise of the individuals providing verification of candidates’ performance. Curriculum vitae of all individuals, both institutional and field-based, will be reviewed and individuals will go through an interview process to determine their bilingual expertise. The leadership team will be responsible for training all individuals to ensure they are assessing candidates on the bilingual authorization program standards. The leadership team will also periodically review the verification of a candidate’s performance by the institutional and field-based individuals to continually assess the process used, and to ensure that consistent standards of verification are being applied.
Standard 3: The Context for Bilingual Education and Bilingualism
The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates’ knowledge of the transferability 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.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates’ understanding of the family as a primary language and cultural resource. Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.

Candidates in the Bilingual Authorization program will build an understanding of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States in EDUC 653 – Biliteracy Education 1: Contexts for Learning. As such, candidates will build and understanding of the history of Bilingual Education in the United States through class readings, lectures, and activities. Knowledge of such history will be analyzed through discussions and writings as well as analysis of the timeline outlining milestones in the history of bilingualism in the United States.

During class session 2 of EDUC 653 – Biliteracy Education I: Contexts for Learning, candidates read Chapter 1: Learning about the Language Learner and Chapter 11: The Role of Education in Language Policy in the CLAD Handbook (Diaz-Rico & Weed), the Executive Summary of A National Study of School Effectiveness for Language Minority Students’ Long-term Academic Achievement (Collier and Thomas), and Chapter 1: El contexto para desarrollar la lectoescritura en español y en inglés of La enseñanza de la lectura y la escritura en español y en inglés (Freeman and Freeman) that describe the history, policies, programs and research on bilingual education. Candidates write a reading response addressing the assigned readings to use as a basis for discussion during class session 2. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

Reading Response Assessment Criteria

In addition to assigned readings, candidates are presented with power point presentations on the history of bilingual education as well as a bilingual education timeline outlining “events” at the national and state (California) level. For example, the power point presentations highlight
court cases such as Lau v. Nichols and Castañeda v. Pickard, discusses Title VII of the Elementary and Secondary Education Act (ESEA) and the implications for English learners with the reauthorization of the ESEA in 2002 under No Child Left Behind. Programs for English learners that can be offered under Proposition 227 are also presented to candidates.

**Power point - History and Legislation**

**Power point - Legislation**

<table>
<thead>
<tr>
<th>The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States</th>
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<td>• Power point presentations</td>
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<td>• Reading Response Assignment</td>
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The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

The philosophical, theoretical, and legal bases of bilingual education are discussed during class Session 3 of EDUC 653 – Biliteracy Education I: Contexts for Learning. Before attending Session 3, students are required to read Crawford’s Chapters 3, 12, and 13 in order to develop a position paper outline defining the legal and constitutional equity principles supporting bilingual education in order to demonstrate an understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement.

In order to expand their understanding of such factors, during class sessions 3 and 4 of EDUC 653 candidates will read Chapter 2: Learning about Language Structure and Chapter 3: Learning about Second Language Acquisition of the CLAD Handbook (Diaz-Rico & Weed), and El Bilingüismo –Marco Teórico in Pedagogía Intercultural Bilingüe: Fundamentos de la Educación Bilingüe (Von Gleich), which discuss the foundations of bilingual education and their effect on program design and student achievement. These readings build upon the readings, assignments and activities from class session 2. Prior to class, candidates respond to questions on the Von Gleich article. Candidates are divided into small groups and present their responses to the class as a means of discussing the foundations of bilingual education.

**Question Guide for Von Gleich Reading**

Drawing from these discussions, candidates are presented with a PBS documentary as well as a power point presentation on the foundations of bilingual education. Based on the readings and information presented in the power point presentations, candidates will work in small groups on presentations that outline the impact of a specified law, court case or proposition. Group presentations will be assessed as part of the class participation grade on both content and Spanish language abilities.

**Language Proficiency Assessment**
The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.

In order for candidates to apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practices, they will read, discuss, and participate in activities that promote knowledge and reflection on the cognitive effects of biliteracy and bilingualism. During class session 5 of EDUC 653 – Biliteracy Education I: Contexts for Learning, candidates will analyze readings and a power point presentation on bilingualism and biliteracy development. Using the power point presentation as a base, candidates will discuss the effects of additive versus subtractive perspectives of bilingual education and how each impacts instruction and biliteracy development. For example, candidate will discuss the effects of limiting the use of the primary language in instruction (subtractive) versus the benefits of promoting biliteracy and biculturalism in the classroom on academic and sociocultural development (additive). Candidates also will learn about brain research that explains the developmental processes of language development and how that knowledge can be used to effectively instruct English learners at various proficiency levels. Additionally during the class session 5 power point presentation, candidates will learn about comparing and contrasting language features in Spanish and English to understand how to apply that knowledge to developing English proficiency in all four language areas – listening, speaking, reading and writing.

Language Loss Power Point Presentation

Candidates will work in pairs or triads to research the effects of bilingualism and biliteracy as developmental processes in instruction through the “Bilingual / Multilingual Research Review” assignment. For the assignment, each candidate will read two peer-reviewed research articles published in the past 5 years on bilingual / biliteracy development. Candidates will provide a one page summary and analysis of the selected articles that must include an application of the research to a bilingual instructional practice.

Bilingual / Multilingual Research Review

Additionally, in their pairs or triads candidates will select one of their two articles to present during a 5-minute “quick talk” oral presentation to the class (in Spanish). Candidates are assessed on their language ability and content by the instructor and their peers in the class.

Language Proficiency Assessment
Candidates **understand and apply** research and its effects on the dimensions of learning in bilingual education program models.

In order for candidates to understand and apply research and its effects on the dimensions of learning in bilingual education program models they will be asked to keep a reflective journal, where they can write down specific questions or significant items that resonate with their own learning process while becoming bilingual. This journal will serve as bases for candidates to write their own autobiographical language story.

**Reflective Journal Assessment**

During class session 6 of EDUC 653 – *Biliteracy Education I: Contexts for Learning*, candidates read about the various bilingual education models in the following book chapters; Chapter 1: Research to Guide English Language Development Instruction. In *Improving Education for English Learners: Research-Based Approaches* (Saunders & Goldberg) Chapter 6: Alternative Educational Programs for English Learners. In *Improving Education for English Learners: Research-Based Approaches* (Lindholm-Leary & Genese), and Chapter 4: Programs for English Learners in *A Course for Teaching English Learners* (Diaz-Rico). Candidates write a reading response to the assigned readings to use as a basis for discussion during class session 6. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

**Reading Response Assessment Criteria**

Prior to class session 6 of EDUC 653, candidates must research the bilingual program offered at the school site where they will conduct their field experience in a bilingual setting as part of the “Community Footprint” assignment. Candidates will participate in jigsaw presentations of the effectiveness of the program models based on the readings and available research discussed thus far in the course. During this activity, candidates will apply the knowledge gained during this class session to the programs offered at their school sites and present this during a 5-minute “quick talk” oral presentation to the class (in Spanish) during class sessions 6 and 7. The presentations will include characteristics and components of the bilingual program and any limitations of the program candidates can assess based on the research they have done and their knowledge of the various bilingual education programs. Candidates are assessed on their language ability and content by the instructor and their peers in the class.

**Community Footprint Assessment Criteria**

**Language Proficiency Assessment**

<table>
<thead>
<tr>
<th><strong>Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.</strong></th>
<th><strong>EDUC 653</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Required Readings (Sessions 6 &amp; 7)</td>
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<tr>
<td></td>
<td>• Reflective Journals</td>
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<td>• Reading Responses</td>
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<td>• Community Footprint Presentations</td>
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The program prepares candidates’ **knowledge of the transferability 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.
During class session 8 of EDUC 653 – Bilingual Education I: Contexts for Learning, candidates will learn about transferability from the primary language to the target language through activities, an assigned reading and a power point presentation. Candidates will write and share their own autobiographical language stories which they will use to analyze their own experiences as bilingual / biliterate individuals. Candidates will gain an understanding of the transferability of knowledge between primary and secondary languages as well as how compatibility levels affect transferability by participating in class discussions, and analyzing each other’s language stories for strengths and weaknesses that contributed to that individual’s bilingual / biliterate identity.

Language Story Example
Language Story Example-Spanish
Language Stories Assessment Criteria

Also during class session 8 of EDUC 653, candidates will read Thonis’ chapter in Schooling and Language Minority Students: A Theoretical Framework. This reading represents seminal work in the area of transferability and explains, at length, how transferability of skills takes place. Thonis determines a Transfer period in which students benefit the most from this approach and she explains that, “excellence in the native language improves the chances of better second language functioning.” Once students have analyzed and discussed this reading they will do a quick write and proceed to analyze J. K. Mora’s Module on Transferability from English to Spanish. In this module, J. K. Mora defines metalinguistic awareness, compares and contrasts the Spanish and English alphabets, and provides a grade by grade phonology, orthography, morphology, syntax, grammar, and learning activities set that guides the teaching of such items.

Transferability Presentation

These class activities are followed by an English/Spanish Cognates Metalinguistic Analysis Activity which will serve as a foundation for the candidates to create a Transferability Lesson. In class session 8, each candidate will design a Transferability lesson in which they plan, develop, implement, and assess standards-aligned content instruction in the target language. They develop, implement, and critically analyze a lesson that explicitly targets language, skills, and concept transference. In their lessons, candidates will highlight the difference between positive, negative, or neutral transference between the native and target languages.

Following class session 8 of EDUC 653, candidates will participate in an online discussion on transferability based on the reading, information presented and discussed in class, and their autobiographical language stories.

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<tr>
<td>• Class Discussions</td>
<td>• Transferability Lesson Development</td>
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<td>• Online Discussion</td>
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*NOTE: Class sessions 9, 10 and 11 focus on elements from Standard 4: Bilingual Methodology and are therefore discussed in the response to that standard.*
The program prepares candidates to **actively promote** authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.

During class session 12 of **EDUC 653 – Biliteracy Education I: Contexts for Learning**, candidates read research and articles on how to promote authentic Latino parent involvement such as Involving Latino Parents (Quezada, et. al) and a report titled, A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Prior to class session 12, candidates investigate how their school site where they will conduct their field experience communicates with parents / guardians who do not speak English as their primary language. Candidate bring information to class on how teachers communicate with parents / guardians, as well as how the school communicates including whether or not teachers and/or the school communicates in the parents'/guardians’ primary languages. The class discussion will focus on home-school communication in various contexts such as parent conferences, phone calls, written communications including letters and e-mails and home visits.

Candidates discuss this information in class and use it as a basis for the “Parent Interview” assignment. For this assignment, candidates interview a parent who comes from a different country/culture and has had to navigate the school system in the United States for his/her children. The interviews will include a discussion with the parent / guardian on the educational goals for his / her child, how they know about the programs available at their child’s school site, their understanding of their role in supporting their child’s academic achievement, and any opportunities the parent / guardian may have to participate in school and / or district policy discussions. During class sessions 12 and 13, candidates will present their interviews to the class and participate in discussions on their interviews.

**Parent Interview Example**

**Parent Interview Assessment Criteria**

<table>
<thead>
<tr>
<th>The program prepares candidates to <strong>actively promote</strong> authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.</th>
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<tbody>
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<td>• Required Readings (Session 12)</td>
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<td>• Parent Interview Assignment</td>
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The program promotes candidates’ **understanding** of the family as a primary language and cultural resource.

During class session 13 of **EDUC 653 – Biliteracy Education I: Contexts for Learning**, candidates read articles on families as primary language and cultural resource such as Funds of Knowledge for Teaching (Moll, et. al). Candidates write a reading response to the assigned readings to use as a basis for discussion during class sessions 12 and 13 of EDUC 653. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

**Reading Response Assessment Criteria**
In the class discussions centered on the readings for class session 13 of EDUC 653 and the “parent interview” assignment, candidates engage in discussions on how they can use parents’ language and cultural knowledge in their classes as a teaching resource. Candidates also will discuss how they can support the parents / guardians of their students by learning about available community resources and local organizations.

Parent Interview Assessment Criteria

<table>
<thead>
<tr>
<th>The program promotes candidates’ understanding of the family as a primary language and cultural resource.</th>
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Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

During class session 14 of EDUC 653 – Biliteracy Education I: Contexts for Learning, candidates read Chapter 10: Culturally Responsive Schooling and Chapter 12: Culturally and Linguistically Diverse Learners and Special Education from The CLAD Handbook (Diaz-Rico & Weed) along with the articles, A Journey Towards Belonging (Little) and Learning English and Learning America (Olsen) which discuss the sociocultural aspects of schooling for English learners. Candidates write a reading response to the assigned readings to use as a basis for discussion during class session. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners. Reading Response Assessment Criteria

Candidates revisit their autobiographical language stories during the class discussion to explore the sociocultural contexts that helped to shape their language acquisition and learning. As an extension, candidates then connect their own language stories to the experiences they have with English learners in public schools today. The impact of classroom climate and school community is also discussed during the “parent interview” assignment. Finally, candidates revisit their Transferability and Primary Language (Spanish) lesson plans they have designed for this course, to analyze strategies used to incorporate group collaborations, cooperative learning and peer assistance activities.

<table>
<thead>
<tr>
<th>Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community.</th>
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## Standard 3: The Context for Bilingual Education and Bilingualism

### Table Showing How Elements of Standard 3 are Met with EDUC 653 Coursework

<table>
<thead>
<tr>
<th>Element of Standard 3</th>
<th>Course</th>
<th>How The Element Is Met</th>
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</table>
| The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. | EDUC 653     | - Required Readings (Session 2)  
- Power point presentations  
- Reading Response Assignment |
| The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. | EDUC 653     | - Required Readings (Session 3)  
- Questions and Answers for the Von Gleich Reading  
- Class Discussions  
- Video |
| Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. | EDUC 653     | - Required Readings (Sessions 4 & 5)  
- Class Discussions  
- Power Point Presentations  
- Bilingual / Multilingual Research Review Presentations  
- Cooperative Learning |
| Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. | EDUC 653     | - Required Readings (Sessions 6 & 7)  
- Reflective Journals  
- Reading Responses  
- Community Footprint Presentations |
| The program prepares candidates’ knowledge of the transferability 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. | EDUC 653     | - Required Readings (Session 8)  
- Autobiographical Language Stories  
- Class Discussions  
- Transferability Lesson Development  
- Online Discussion |
| The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. | EDUC 653     | - Required Readings (Session 12)  
- Class Discussions  
- Parent Interview Assignment |
| The program promotes candidates’ understanding of the family as a primary language and cultural resource. | EDUC 653     | - Required Readings (Session 13)  
- Reading Response  
- Class Discussions  
- Parent Interview Assignment |
| Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community. | EDUC 653     | - Required Readings (Session 14)  
- Reading Response  
- Class Discussions |
Standard 4: Bilingual Methodology

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates’ understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.

One of the most important goals of the bilingual authorization program is to prepare bilingual candidates that understand the importance of the four domains of language (listening, speaking, reading, and writing), how they are interrelated and the different forms and functions of the primary language. In the case of bilingual students who are the focus of the program offered at California State University San Marcos, the primary language is the language most spoken at home (Spanish), and the target language is the language being acquired (English).

In EDUC 653 – Biliteracy Education I: Contexts for Learning, candidates learn about the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and language forms and functions during class session 9 through readings, discussion and a power point presentation. Candidates read Chapter 4: Oracy and Literacy for English for English Language Development in A Course for Teaching English Learners (Diaz-Rico & Weed), and Chapters 5-8 in La enseñanza de la lectura y la escritura en español y en inglés (Freeman and Freeman). Candidates write a reading response to the assigned readings to use as a basis for discussion during class session. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

Language Domain Power Point Presentation
Reading Response Assessment Criteria

During class session 9 of EDUC 653, candidates will use the readings and their responses as a basis for a discussion on the variations in students’ primary languages including any dialectical differences. The discussion will focus on how knowledge of those variations can be used to facilitate development of social and academic language. Candidates will also discuss their knowledge of language structures such as roots, prefixes and suffixes, and be presented with
how to use that knowledge in developing effective language and literacy instruction in Spanish and English.

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.

| EDUC 653 | Required Readings (Session 9)  
| --- | --- |
|  | Power Point Presentation  
|  | Reading Response  
|  | Class Discussion  

The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.

During class sessions 2 & 3 in EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates learn how to plan, develop, implement and assess instruction in Spanish (primary language) and English (target language). The learning process of lesson designing and delivery involves readings, discussions, presentations and hands-on activities leading to the development of unit plans that include lesson plans which candidates will later teach in the field experience placements.

During class sessions 2 & 3, candidates read Chapter 5: Content Area Instruction in The CLAD Handbook (Diaz-Rico & Weed) which serves as foundational knowledge for a discussion about instruction across content areas during class session 2.

Candidates then view a power point presentation on the California ELD standards in Spanish. The power point presentation explains the history of the ELD standards and how to align them with California K-12 content standards and frameworks at different grade levels. Candidates then examine and discuss the Spanish Language Arts Frameworks (Estándares de Lecto-Escritura en Español) online at:  
http://lret.sdcoe.net/sms/la/docview/2004/09/01/lastdspanishver and apply them in their lesson design. Emphasis is placed on the various proficiency levels students bring to the classroom in their primary language (Spanish) and their corresponding ELD proficiency levels.  
**Standards Power Point Presentation (Spanish version)**

Candidates then apply this knowledge of language and literacy development by working in small groups on interdisciplinary thematic unit plans which include lesson plans in the primary language (Spanish) in the different content areas. Candidates then plan, develop, implement, and assess standards-aligned content instruction in the target language using the SIOP model. They also develop, implement, and critically analyze lessons utilizing all the components of the SIOP model. Before creating their lessons, candidates learn about their students by understanding their language proficiency in both languages (English and Spanish) as well as their background knowledge in the chosen content area – both academic and based on their personal experiences. Lessons within each interdisciplinary thematic unit must include language and content standards / objectives and assessments that are aligned to these standards and objectives. Candidates design lessons in their thematic units that include a variety of strategies that are scaffolded to help students develop language proficiency and content mastery.  
**Interdisciplinary Thematic Unit Assessment Criteria**
Each small group presents their thematic units to the class, and each candidate is expected to teach his/her lessons in their field experience - clinical practice (concurrent candidates) or in their practicum (add-on candidates). After candidates teach their lessons, they will engage in a discussion reflecting upon their pedagogy and how it was and was not effective in fostering biliteracy and content instruction. In addition to the assessment of the unit plan in class, candidates will also be assessed when teaching the lesson during their field experience by a University or field-based supervisor using the Bilingual Field Experience Observation form.

Example - Interdisciplinary Thematic Unit
Example - Interdisciplinary Thematic Unit Presentation
Bilingual Setting Observation Form

| The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. | EDUC 654 | • Required Readings (Session 2 & 3)
• Class Discussion
• Hands-on Activities / Collaborative Learning
• Thematic Unit Development |

Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

In order to ensure that candidates are prepared to employ a variety of instructional and assessment strategies appropriate to student language proficiency levels, and that foster higher order thinking skills culminating in the development of an interdisciplinary thematic unit plan. During class session 4 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates read about a variety of instructional and assessment strategies in Chapter 7: Language and Content Area Assessment in The CLAD Handbook (Diaz-Rico & Weed) and in Chapter 4: Academic/Content Area Development in Amazing English (Walter). Candidates apply this knowledge by working in small groups on their interdisciplinary thematic units over the course of several class sessions as well as while teaching their lessons in their field experience placements.

All lessons in the interdisciplinary thematic unit must include a variety of instructional strategies and assessments that are differentiated based on the students’ proficiency levels, learning styles and academic needs in both the primary (Spanish) and target (English) language. Candidates must show that the differentiated strategies and activities they have designed for their lessons will foster higher-order thinking skills such as analysis, inference and evaluation in the chosen content area. Activities should include oral and written language development as well as mastery of content knowledge in the primary and target languages. Candidates will design assessments that are aligned to the ELD and content standards and objective chosen for the lesson. Candidates must differentiate their assessments and use both formative and summative assessments in their unit plans for both language development in both the primary and target language, as well as for content knowledge mastery.

Interdisciplinary Thematic Unit Assessment Criteria

As stated in the previous section, candidates will teach lessons from their interdisciplinary units in their field experience - clinical practice (concurrent candidates) or during their practicum (add-on candidates).
Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.

The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices.

During class sessions 10 and 11 in EDUC 653 – Biliteracy Education I: Contexts for Learning, candidates learn about bilingual instructional models, instructional strategies and materials during class through required readings and assignments that discuss the benefits and limitations of bilingual instructional models, strategies and materials. Candidates read the following: Chapter 6 - Theories and Methods of Bilingual Education in Diaz-Rico & Weed’s The CLAD Handbook, Chapter 10 – Types of Bilingual Education Programs in Baker’s Foundations of Bilingual Education and Bilingualism, and Chapter 5 - Strategies in Echevarria, Vogt & Short's Making Content Comprehensible for English Learners: The SIOP Model. Candidates write a Reading Response on these readings and then discuss them further in class. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

Candidates apply the knowledge from these readings, the discussion and class presentations on the various bilingual education program models to design a primary language lesson plan. Lesson plans must focus on language development (listening, speaking, reading and writing) as well as state-adopted content standard(s). Candidates will demonstrate how the activities and assessments in their lessons which are differentiated based on their students’ language proficiency levels in the primary (Spanish) and target (English) language and their various learning styles.

During class sessions 10 and 11 of EDUC 653, candidates describe their lessons through an oral presentation in which they are assessed on their language ability and content by the instructor and their peers in the class.

<table>
<thead>
<tr>
<th>Candidates</th>
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| are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. | • Required Readings (Session 4)  
• Class Discussion  
• Hands-on Activities / Collaborative Learning  
• Thematic Unit Presentations |

Reading Response Assessment Criteria

Example - Primary Language Lesson Plan

Primary Language Lesson Plan Assessment Criteria

Language Proficiency Assessment
The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices.

EDUC 653
• Required Readings (Sessions 10 & 11)
• Reading Response
• Class Discussion

In addition, programs develop bilingual candidates’ understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive.

The candidates’ understanding of intercultural communication and interactions that are linguistically and culturally responsive are explored through course readings, class discussions and activities. During class session 8 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates are required to read the following in order to develop an understanding of intercultural communication and interactions that are linguistically and culturally responsive; Chapter 9: The Intercultural Educator and Chapter 10: Culturally Responsive Schooling of The CLAD Handbook (Diaz-Rico & Weed) and an article from “Pedagogía Intercultural Bilingüe: Fundamentos de la Educación Bilingüe.” Candidates write a reading reflection on these readings and then discuss the readings in class. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners.

**Reading Response Assessment Criteria**

In addition to the readings, candidates are presented with information on the different life experiences their students bring to their classrooms and how they affect learning. For example, candidates will explore groups that are immigrants, refugees, have legal or illegal status and discuss how these experiences affect students’ learning in both the primary (Spanish) and target (English) language. Communication patterns also are explored for the different groups of Latinos who immigrate to the United States and how these patterns may impact students’ academic language development in the primary and target languages. The outcome of this activity is for candidates to review the different life experiences and types of intercultural communication and interactional characteristics of Latinos, studying how they depict the cultures of origin, and showing how they are carried over to a new setting in the United States. Candidates apply this knowledge to subsequent assignments in EDUC 654 that focus on cultural presentations and historical events.

**In addition, programs develop bilingual candidates’ understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive.**

EDUC 654
• Required Readings (Session 8)
• Reading Response
• Class Discussion

The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.
During class session 5 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates learn how to evaluate, select, use and adapt instructional materials, both California state-adopted and/or approved as well as supplemental. Candidates read a chapter from Darder (“How Does the Culture of the Teacher Impact the Development and Empowerment of Latino Students in the United States”) which offers guidelines for a critical evaluation and selection of instructional materials. During class session 5 as well as during the previous four class sessions of EDUC 654, candidates review instructional materials to incorporate into their interdisciplinary thematic units. As part of this review, candidates also discuss how they will incorporate technology into their lessons to promote literacy development in the primary (Spanish) and target (English) languages.

Darder's Questions - Critically Analyze Curriculum

Candidates use the critical questions outlined in the Darder chapter to review the materials available at their school sites, both the state approved curriculum and supplemental materials. Candidates will adapt materials according to their students’ learning styles and academic needs and provide supplemental materials if necessary so that students learn content and develop proficiency in the primary and target languages. Candidates will apply this knowledge to the lessons they teach at their school sites through their field experience that are part of the interdisciplinary thematic unit plan.

Interdisciplinary Thematic Unit Assessment Criteria

<table>
<thead>
<tr>
<th>The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.</th>
<th>EDUC 654</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Required Readings (Session 5)</td>
<td></td>
</tr>
<tr>
<td>• Class Discussion</td>
<td></td>
</tr>
<tr>
<td>• Critical Evaluation and Analysis of Curriculum Materials</td>
<td></td>
</tr>
</tbody>
</table>

The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

Candidates participate in several extensions activities during class session 6 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts that allow them to demonstrate their ability to use a variety of criteria to select and assess instructional materials, and provide supplemental materials when necessary. Building upon activities in class session 5 of EDUC 654, during class session 6 candidates learn about selecting and assessing the appropriateness of instructional materials. Candidates will read “Un Nuevo Enfoque Critico: La Perspectiva Comunicativa” and continue to assess instructional materials available at their school sites. Through their analysis, candidates will research the local contexts of their school sites and determine what is missing from the curriculum – that which is not addressing the cultural and linguistic needs of the school’s students. From this analysis, candidates will identify appropriate culturally and linguistically relevant resources to augment available instructional resources at the school site. During class session 6, candidates continue to use the guidelines outlined in the Darder chapter (required reading from class session 5) to review the materials available at their school sites.
Candidates will evaluate if the materials contain any biases based on race, class, gender, religion and students’ countries of origin. The analysis will be reflected in the materials candidates choose for their interdisciplinary thematic unit plans.

**Darder's Questions - Critically Analyze Curriculum
Interdisciplinary Thematic Unit Assessment Criteria**

| The program provides opportunities for teacher candidates to **demonstrate** the ability to use a variety of criteria for selection of instructional materials, to **assess** the suitability and appropriateness for local context and to **augment** resources when they are not suitable or available. | EDUC 654 | • Required Readings (Session 6)
• Class Discussion
• Critical Evaluation and Analysis of Curriculum Materials
• Critical Evaluation and Analysis of Interdisciplinary Thematic Units |

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## Standard 4: Bilingual Methodology

### Table Showing How Elements of Standard 4 are Met with EDUC 653 / 654 Coursework

<table>
<thead>
<tr>
<th>Element of Standard 4</th>
<th>Course</th>
<th>How The Element Is Met</th>
</tr>
</thead>
</table>
| The bilingual teacher preparation program prepares bilingual candidates to **understand** the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. | EDUC 653 | • Required Readings (Session 9)  
• Reading Response  
• Class Discussion |
| The program also prepares candidates to **plan, develop, implement and assess** standards-aligned content instruction in the primary and target language. | EDUC 654 | • Required Readings (Session 2 & 3)  
• Class Discussion  
• Hands-on Activities / Collaborative Learning  
• Thematic Unit Development |
| Candidates are prepared to **employ** a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. | EDUC 654 | • Required Readings (Session 4)  
• Class Discussion  
• Hands-on Activities / Collaborative Learning  
• Thematic Unit Development |
| The program ensures that bilingual candidates **have knowledge** of bilingual instructional models, instructional strategies and materials to appropriately **apply them** to their instructional and assessment practices. | EDUC 653 | • Required Readings (Sessions 10 & 11)  
• Reading Response  
• Class Discussion |
| **In addition**, programs develop bilingual candidates’ **understanding of knowledge** of intercultural communication and interaction that is linguistically and culturally responsive. | EDUC 654 | • Required Readings (Session 8)  
• Reading Response  
• Class Discussion |
| The bilingual teacher preparation program further prepares candidates to **evaluate, select, use and adapt** state-board adopted and state-board approved materials, as well as other supplemental instructional materials. | EDUC 654 | • Required Readings (Session 5)  
• Class Discussion  
• Critical Evaluation and Analysis of Curriculum Materials |
| The program provides opportunities for teacher candidates to **demonstrate** the ability to use a variety of criteria for selection of instructional materials, to **assess** the suitability and appropriateness for local context and to **augment** resources when they are not suitable or available. | EDUC 654 | • Required Readings (Session 6)  
• Class Discussion  
• Critical Evaluation and Analysis of Curriculum Materials  
• Critical Evaluation and Analysis of Interdisciplinary Thematic Units |
Standard 5: Culture of Emphasis

The professional bilingual teacher preparation program develops candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates demonstrate 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 the United States.

The professional bilingual teacher preparation program develops candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.

The Bilingual Authorization Program aims to develop candidates that are cognizant of their roles as active agents of change in the community. As stated by the Mission of the College of Education at CSUSM, the program strives to transform public education through its commitment to “diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service.” As such, throughout the program, candidates are exposed to pedagogical approaches grounded on social activity (of a participatory nature) that promotes practical collaboration in a dialectical manner aimed to critically transform public education.

During class session 7 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates revisit their autobiographical language stories and community footprint assignments as a means of discussing Latino culture. Candidates work in small groups to research the traditions, roles, status and communication patterns of the Latino culture throughout the class through videos, readings and discussions. During class session 7, candidates will watch a lecture by Marcelo Suarez-Orozco on the diversity of immigrants in the United States highlighting the changing demographics and immigration, and how they affect existing sociocultural pressures.

http://sciencestage.com/v/10493/marcelo-surez-orozco-diversity-lecture.htmlLink

In small groups, candidates begin to examine the various cultures that encompass the “Latino culture” which they will compile for a Cultural Presentation assignment. For the Cultural Presentations assignment where they select a culture to research from a country of origin of the students represented in their bilingual classrooms. For the Cultural Presentations assignment, candidates must focus on the inter- and intra-relationships of individuals from their selected group as they acculturate into the cultures of California and the United States. Candidates will explore the acculturation process for their selected group from all perspectives—economic, gender, racial, social class, age and education level. Candidates will examine the historical and current immigration and/or migration patterns of their selected cultural group to the culture of emphasis in California and the United States. Also included in each group’s cultural presentation are any significant geographic, demographic, sociocultural and economic factors of the selected cultural group as well as any variations of these factors within the group. Candidates are encouraged to explore how these factors affect the group’s language, culture.
and social interactions with the culture of emphasis in California and the United States. Each group of candidates will prepare a 1 page handout of their research findings on their selected culture and a present a power point presentation to the class.

Cultural Presentation Assessment Criteria

The professional bilingual teacher preparation program develops candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.

EDUC 654

- Video – Diversity and Immigration
- Class Discussion
- Critical Analysis of Autobiographical Language Stories and Community Footprint Assignments from EDUC 653
- Cultural Presentation Assignment

Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.

In order to enhance the candidates’ understanding of crosscultural, intercultural, and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States, it is necessary for them to engage in discussions dealing with issues such as race, education, economic conditions and social statue in the country of origin and how such factors can affect the “push and pull” migration pattern to the United States. Understanding these critical issues of culture are explored through readings, class discussions and quick writes done in class.

During class session 9 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates will read the following: Chapter 8: Cultural Diversity in the CLAD Handbook (Diaz-Rico & Weed), Chapter 18: Bilingualism and Bilingual Education: Ideology, Identity and Empowerment in Baker’s Foundations of Bilingual Education and Bilingualism, and “Hispanic Contributions to the USA” (available online at [http://www.hispaniccontributions.org/](http://www.hispaniccontributions.org/)).

The readings will give candidates an understanding of the crosscultural, intercultural and intracultural interactions and contributions of the Latino culture in California and the United States. This knowledge builds upon the information learned previously in class during the candidates’ Cultural Presentation assignments. Candidates will write a reading response on these readings, and then discuss the readings during class session 9. The reading responses are assessed using the following criteria: comprehensiveness of the response, analysis of the response that demonstrates understanding of the issues, insightful connections of the readings to the candidate’s experiences with English learners. In addition to the Reading Responses, once candidates have discussed the content in more depth, they will write a quick write reflecting on how the readings are impacted by the Latino culture in California and the United States.

Reading Response Assessment Criteria
Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.

Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.

Acquiring knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S is an important aspect of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts. As such, candidates engage in different types of activities that include viewing videos dealing with specific issues and doing Quick Write activities followed by small group discussions. An important assignment to be completed by candidates is the writing of a historical event essay, through which candidates demonstrate their understanding of major historical events and the impact they have on the experiences of target groups in California and the United States.

During class sessions 10, 11 and 12 of EDUC 654, candidates learn about the various historical, social and educational factors that influence Latinos in California and the United States. Prior to class session 11, candidates complete a “Historical Event Essay” assignment. For this assignment, candidates write an essay on a historical event that shaped the country of his/her choice historically and in regards to social factors such as economics, politics, religion and social class. Included in their essays, candidates will analyze how the historical event and the social factors identified influence the culture of emphasis in California and the United States. The countries the candidates select must be a country of origin of students (English learners) in the bilingual classroom at their school sites. Using this information as their knowledge base, candidates then work in small groups to prepare a timeline delineating the major historical events that shape the socialization and acculturation experiences of the target groups in California and the United States through a power point presentation. Candidates present their timelines to the class.

Historical Event Essay Assessment Criteria
Candidates demonstrate 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 the United States.

In order for candidates to demonstrate 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 the United States, candidates engage in different types of activities including a Literature Circles assignment. Candidates will read the works of prominent Latino writers such as Villasenor’s Burro Genius thus being exposed to the author’s personal experiences and the difficulties they have had to overcome while settling in the United States. Candidates also will explore the author’s community, providing background information on the different factors that influence the life and development of the community. Candidates engage in comparison and contrast activities where they explore their own background and autobiographical language story and use it to compare and contrast their personal experiences with those of the authors read.

During class session 11 of EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts, candidates will watch a PBS video, The Chicano Wave which describes the experiences of Mexican Americans in California, Texas and throughout the Southwest. Candidates will write an in-class essay on how music was used to depict the Chicano struggle during this time period. During class session 12, candidates read “Latinos, Past and Present” by Lynn and Heyck and engage in a class discussion on the reading.

Prior to class session 11 of EDUC 654, candidates will work in a small group to select a book to read on a specific Latino / Chicano cultural group and the history, socialization and acculturation of the group in California and the United States for the Literature Circle assignment. A book list will be provided to the candidates or they can select a book of their choice with the approval of the course instructor.

Book List for Literature Circle Assignment

Candidates will present their selected books through a Literature Circle assignment during Class Sessions 12-14. Each presentation will include a presentation of the cultural group’s educational system in the country of origin and an analysis of how the educational system and structure impacts students’ educational experiences in schools in California and the United States. Presentations also will include an analysis of the social and political structures within the country of origin of the Latino group depicted in the selected book, and highlight the contributions the group has made to the culture of emphasis in California and the United States.

Literature Circle Assessment Criteria

| Candidates demonstrate 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 the United States. | EDUC 654
| EDUC 654 |
| Required Reading (Session 13 & 14) |
| Class Discussion |
| Literature Circle Book Group Presentations |
**Standard 5: Culture of Emphasis**

Table Showing How Elements of Standard 5 are Met with EDUC 654 Coursework

<table>
<thead>
<tr>
<th>Element of Standard 5</th>
<th>Course</th>
<th>How The Element Is Met</th>
</tr>
</thead>
</table>
| *The professional bilingual teacher preparation program develops candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.* | EDUC 654 | • Video – Diversity and Immigration  
• Class Discussion  
• Critical Analysis of Autobiographical Language Stories and Community Footprint Assignments from EDUC 653  
• Cultural Presentation Assignment |
| *Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.* | EDUC 654 | • Required Reading (Session 9)  
• Reading Response  
• Quick Write  
• Class Discussion  
• Cooperative learning – Cultural Presentations |
| *Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.* | EDUC 654 | • Required Reading (Session 10, 11 & 12)  
• Class Discussion  
• Historical Event Essay Assignment  
• Group Presentations |
| *Candidates demonstrate 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 the United States.* | EDUC 654 | • Required Reading (Session 13 & 14)  
• Class Discussion  
• Literature Circle Book  
• Group Presentations |
Standard 6: Assessment of Candidate Language Competence
The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination. The program creates clear guidelines by which the candidate will be assessed.

The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination.

Before completion of the Bilingual Authorization Program, candidates must pass the CSET: LOTE language examination Section III (Spanish) to demonstrate they have attained Spanish language proficiency in listening, speaking, reading and writing.

The program creates clear guidelines by which the candidate will be assessed.

Guidelines set by the assessors of the CSET: LOTE exam will be clearly explained to all candidates before and during the Bilingual Authorization Program. Candidates will need to take and pass the CSET: LOTE exam in order to be recommended for a Bilingual Authorization.

Candidates' Spanish language proficiency will be informally assessed at the beginning of the Bilingual Authorization Program. Multiple measures within the courses will be used to assess candidates' language proficiency. Spanish language proficiency will be assessed continually through activities and assignments in the Bilingual Authorization content courses, EDUC 653 – Biliteracy I: Contexts for Learning and EDUC 654 – Biliteracy II: Methodology and Cultural Contexts as instruction in both courses will be in Spanish. Throughout the course work candidates are required to understand and express concepts and ideas in Spanish within the four language domains: listening, speaking, reading, and writing. In order to assess how well they understand concepts, candidates will work in pairs, small groups, and whole class discussions on concepts, theories and practices related to biliteracy and bilingualism. Such discussions are set up to develop academic rigor in Spanish. Other performance-based assessments will be used to determine candidates' language proficiency and fluency. Among them are: written reflections used to assess reading comprehension as well as the ability to write effectively in Spanish on a variety of topics, class presentations on multiple topics, short presentations on their work, and development of their lesson plans.

The Interagency Language Roundtable Scale (formerly known as Foreign Service Institute Scale) will be used to assess entry into the program at the 3.5 level or Intermediate High, or the equivalent to the American Council for the Teaching of Foreign Language (ACTFEL) Advanced Low (see table included) The rubrics illustrated by both scales will be used within all coursework and Clinical Practice Experience to assess the candidates’ language skills. It is required that, in all activities and assignments in the coursework, candidates demonstrate competencies as detailed by the Interagency language Roundtable Scale, which is equivalent to the ACTFL Intermediate High Level as presented in the following Summary Table: ILR and ACTFL Scale of Language Proficiency:
## Summary Table: ILR & ACTFL Scales of Language Proficiency

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>Interagency Language Roundtable (ILR)</th>
<th>Foreign Service Institute (FSI) Scale</th>
<th>Advanced Low</th>
<th>Intermediate High (3.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.</td>
<td>Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low-frequency and highly complex structures.</td>
<td>Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.</td>
<td>Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

| Writing | Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences. | Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives. |

Through this continuous assessment of Spanish language proficiency, candidates can track their oral fluency, reading and writing development over the course of the program through the assignments and activities for both content courses, EDUC 653 and EDUC 654.
### Summary for Standard 6: Assessment of Candidate Language Competence

<table>
<thead>
<tr>
<th>Standard Element</th>
<th>Where</th>
<th>How</th>
</tr>
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<tbody>
<tr>
<td>The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination.</td>
<td>CSET LOTE</td>
<td>Passing score on the CSET LOTE language examination Section III (Spanish)</td>
</tr>
</tbody>
</table>
| The program creates clear guidelines by which the candidate will be assessed.     | EDUC 653 EDUC 654 | • Quick writes and discussions  
• Class Discussions in Spanish  
• Oral Presentations in Spanish  
• Reading (book chapters, articles, curriculum, etc)  
• Written Lesson Plans  
• In Class Reflections Written in Spanish  
• Rubric for evaluation of Spanish  
• Language (using descriptions of language levels developed by the ILR and equivalent to the ACTFL scale for Advanced Low) |
APPENDIX A
Attachments

Bilingual Setting Observation Form
Bilingual Setting Observation Form

TPA: Culminating Experience (Task 4) Description

TPE 16: Biliteracy
TPE 16 - Biliteracy.doc
APPENDIX B
Course Syllabus
EDUC 653 – Biliteracy Education I: Contexts for Learning

EDUC 653 - Biliteracy Education I: Contexts for Learning

Reading Response Assignment & Assessment Criteria
Reading Response Assignment & Assessment

Power Point Presentations – Bilingual Education History and Legislation
Power Point Presentation - History of Bilingual Education
Power Point Presentation - Legislation

Questions Guide for Von Gleich Reading
Question Guide for Von Gleich

Language Proficiency Assessment
Language Proficiency Assessment

Language Loss Power Point Presentation
Power Point Presentation - Language Loss

Bilingual / Multilingual Research Review Assignment & Assessment Criteria
Bilingual / Multilingual Research Review

Reflective Journal Assignment & Assessment Criteria
Reflective Journal Assignment

Community Footprint Assignment & Assessment Criteria
Community Footprint Assignment

Language Stories Assignment & Assessment Criteria
Language Stories Assignment
Example #1: Language Story
Example - Language Story in Spanish

Transferability Presentation
Transferability Presentation

Parent Interview Assignment & Assessment Criteria
Parent Interview Assignment
Example - Parent Interview

Language Domain Power Point Presentation
Power Point Presentation - Language Domains

Primary Language Lesson Plan Assignment & Assessment Criteria
Primary Language Lesson Plan Assignment
Example - Lesson Plan
APPENDIX C
Course Syllabus
EDUC 654 – Biliteracy Education II: Methodology and Cultural Contexts

EDUC 654 - Biliteracy Education II: Methodology and Cultural Contexts

Standards Power Point Presentation (Spanish version)
Power Point Presentation - Standards (Spanish)

Interdisciplinary Thematic Unit Assignment & Assessment Criteria
Interdisciplinary Thematic Unit
Example - Interdisciplinary Unit
Example - Interdisciplinary Unit Presentation

Bilingual Setting Observation Form
Bilingual Setting Observation Form

Reading Response Assignment & Assessment Criteria
Reading Response

Darder’s Questions – Critical Analysis of Curriculum
Darder’s Questions - Analyze Curriculum

Cultural Presentation Assignment & Assessment Criteria
Cultural Presentation Assignment

Historical Event Essay Assignment & Assessment Criteria
Historical Events Essay

Book List for Literature Circle Assignment
Book List - Literature Circle Assignment

Literature Circle Assignment & Assessment Criteria
Literature Circle Assignment
APPENDIX D
Course Syllabus
EDUC 655 - Application of Bilingual and Second Language Acquisition Theories and Principles: Practicum of Instruction in Bilingual Settings

EDUC 655 - Practicum of Instruction for Bilingual Settings

Bilingual Setting Observation Form
Bilingual Setting Observation Form

TPA: Culminating Experience (Task 4) Description

TPE 16: Biliteracy
TPE 16 - Biliteracy.doc
Example - TPE 16 Reflective Statement
APPENDIX E
Curriculum Vitae

Dr. Annette Daoud
Daoud - Curriculum Vita

Dr. Rosario Diaz-Greenberg
Diaz-Greenberg - Curriculum Vita

Dr. John Halcon
Halcon - Curriculum Vita

Dr. Grace McField
McField - Curriculum Vita

Dr. Lorri Santamaria
Santamaria - Curriculum Vita