



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

**College of Education  
General Education (MS/SS) Bilingual  
Authorization Program**

**Program Assessment for the  
California Commission on Teacher Credentialing  
for continuing accreditation for a program leading to the**

*Multiple Subject/Single Subject Bilingual  
Authorization*

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## **Directions for Readers**

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program's response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program's 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.

## Table of Contents

Directions for Readers .....	2
Table of Contents .....	3
Part I: Response to Standards of Quality and Effectiveness for .....	4
Programs Leading to Bilingual Authorization .....	4
Standard 1: Program Design .....	4
Standard 2: Assessment of Candidate Competence .....	12
Standard 3: The Context for Bilingual Education and Bilingualism .....	14
Standard 4: Bilingual Methodology .....	18
Standard 5: Culture of Emphasis .....	22
Standard 6: Assessment of Candidate Language Competence .....	25
Part II: Course Syllabi .....	29
PART III: PROGRAM ASSESSMENT SUMMARY .....	30
Course Grades (TP 2, 3) .....	31
Bilingual Competency Evaluation (TP 2, 3, 4) .....	31
Fieldwork and Student Teaching Evaluation (TP 3, 4) .....	31
Assessment of Language Proficiency (TP 4) .....	32
Appendices .....	33

**BILINGUAL AUTHORIZATION TEACHER PREPARATION PROGRAM AT CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Part I: Response to Standards of Quality and Effectiveness  
for Programs Leading to Bilingual Authorization**

**RESPONSE TO BILINGUAL PROGRAM STANDARDS  
(For Spanish-English Bilingual Authorization)**

**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.*

**Program Philosophy**

Our bilingual teacher preparation program provides a purposeful, developmental sequence of coursework and field experiences, designed to provide our candidates extensive opportunities to demonstrate bilingual teaching abilities using the state-adopted content standards. Through these opportunities our candidates develop techniques for assessment of student progress, knowledge and understanding of the basic foundations of bilingual education, pedagogical competency as defined by the Teaching Performance Expectations and documented by passage of the California Teaching Performance Assessment, and the knowledge and skills described in the California Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization. Our candidates exit the program with the knowledge, skills and dispositions that reflect their ability to meet the program outcomes and move into the field of bilingual teaching as knowledgeable and competent specialists, reflective and responsive practitioners, and committed and caring professionals.

California State University Fullerton's teacher education programs are guided by the conceptual framework of the College of Education. The core values that ground this framework are reflected in the mission statement of the College:

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

The College of Education uses three outcomes to determine candidate competence. Each of the outcomes is described by a set of indicators, which are phrases taken from our mission statement. Each outcome and the supporting indicators are aligned with professional and state standards, appear on all course syllabi, and are linked to learning goals for each course. These are as follows:

**Outcome 1: Knowledgeable and Competent Specialists**

- a) demonstrate strong foundation in subject matter or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field

- c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners

- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

Outcome 3: Committed and Caring Professionals

- a) become change agents
- b) maintain professional and ethical standards
- (c) become life-long learners

While all of the outcomes relate to bilingual teacher preparation, two are particularly significant for and reflect our philosophy about bilingual teaching. These are that we expect our candidates to *promote diversity* and to *become change agents* to improve learning for all students. For bilingual teacher candidates this means advocating for English learners and their families, promoting bilingual education, and creating learning environments that validate the language and culture of their students. In order to prepare teachers to meet the specific needs of students in bilingual settings, the bilingual teaching authorization program draws from the works of scholars such as James Cummins, Stephen Krashen, Patricia Gandara, Luis Moll, Colin Baker, and Katherine Lindholm, in ways consistent with this theme.

We believe that English learners should fully develop cognitive and academic abilities in their native language whenever possible, while simultaneously developing English language abilities that are appropriate to age and stage of development. We believe that a strong foundation in the native language can facilitate a child's acquisition of English and that promoting additive bilingualism can have positive intellectual and academic effects. We recognize the central role of language and culture in the learning process and believe that teachers must attend to basic differences in the ways that children from different backgrounds communicate and learn. In addition to native language instruction and culturally responsive learning environments, learners should be provided with English Language Development instruction and specially designed content area instruction that provides comprehensible input for English learners.

Students in bilingual instructional settings require teachers who are knowledgeable about the current research on bilingualism and biliteracy, bilingual instruction, the teaching of reading in students' native language, appropriate assessment measures for relevant evaluation of student progress, the transference of skills from first to second language reading, and teaching strategies for the development of first and second language literacy skills. Bilingual classroom teachers must also understand the importance of language, culture and student background in the development of literacy and content area concepts with bilingual learners. Moreover, effective bilingual teaching includes an advocacy-oriented approach to promote the success of all students.

Developing community and family involvement is also critical for effective schooling of language minority students. We believe that teachers need to recognize that English learners' families and communities can participate effectively in their children's education when conditions for their involvement are facilitated and their culture and particular ways of participating are validated. Recognizing and respecting culturally relevant values of the community such as informal small talk and face to face personal communication are important to

establishing relationships between school and community. Learning to build collaborative relationships with parents and community is essential for creating quality educational programs for English learners.

Despite the effects of Proposition 227, which has limited native language instruction in many schools, we recognize there is an increasing population of English learners who can benefit from teachers who share their language and culture. As more English learners are forced to contend with schooling conditions that disregard their primary language and culture as valuable resources, they require teachers who understand and advocate for their needs. Further, as Dual Language Immersion programs continue to grow, the demand for qualified bilingual teachers in these programs increases as well; many of our recent graduates have found teaching jobs as bilingual or dual language teachers. Thus, we are committed to offering a credential program that prepares bilingual teachers with the knowledge and skills necessary to create meaningful learning environments that affirm the cultural and linguistic identities of their students and promote their academic success.

*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.*

### **Support for the Bilingual Teacher Preparation Program**

CSUF is committed to offering a high quality bilingual teacher preparation program and provides substantial human and material resources to ensure its success. Support for the program includes hiring bilingual faculty to teach in the program, assigning a faculty member as Bilingual Program Coordinator, engaging in extensive outreach efforts to recruit candidates into the program, including bilingual student teaching as an integral part of the program, and incorporating bilingual program courses in master's degree study plans.

#### *Faculty and Recruitment of Candidates*

In the past five years the CSUF College of Education has hired five new faculty members who have bilingual expertise and can serve as instructors in the bilingual credential program. In addition, a faculty member serves as Bilingual Program Coordinator and has the responsibilities of conducting information meetings for applicants to the program, advising applicants and admitted candidates, coordinating student teaching placements in bilingual settings, and engaging in active recruitment of candidates via presentations at conferences and campus events. Bilingual Program Overviews are conducted in a number of prerequisite classes, at Multiple Subject and Single Subject teacher candidate orientations, and specific meetings for CSUF, conference, and teachers recruited through online efforts. The coordinator provides program information that is posted on the College website and updated regularly. There is also frequent collaboration with the Credential Program Admissions Office and the Center for Careers in Teaching to ensure prospective candidates receive accurate information and advisement. For the past several years, the Department of Elementary and Bilingual Education has supported the position of coordinator with assigned time for the faculty member. The Department continues to provide support for coordinating responsibilities as the budget permits.

#### *Student Teaching*

At a minimum, all credential candidates are required to complete one student teaching assignment that includes English learners (SB 2042). Although the Program Standards for Bilingual Teacher Preparation do not require student teaching in bilingual classrooms, we believe that bilingual candidates should have this experience whenever possible. However, since

the passage of Proposition 227 and the subsequent dismantling of many bilingual instructional programs in the neighboring school districts, it has become increasingly difficult to locate appropriate bilingual instructional settings for bilingual student teaching assignments. Unfortunately, such placements are not currently available for single subject candidates. But there are some bilingual program schools at the elementary level and ongoing collaboration with these schools has resulted in student teaching placements for our candidates in bilingual classrooms in the Santa Ana Unified, Anaheim, Norwalk La-Mirada, Rowland Unified, ABC, and San Juan Capistrano school districts. Therefore, it is our intention to continue collaboration with these school districts and to provide bilingual candidates, whenever possible, with one student teaching assignment in a high quality bilingual program with a bilingual certified master teacher who can serve as a model teacher of language minority children. We continue to seek opportunities for single subject candidates to conduct fieldwork and/or student teaching in bilingual instructional settings.

### *Curriculum*

The bilingual courses, EDEL/EDSC 446 Methods and Inquiry for Bilingual Teacher Candidates and EDEL/EDSC 541 Culture and Education of Latino Students, have been designed so they can be included in study plans for graduate work leading to the Master's Degree in Education and as such they meet rigorous academic standards which further evidences our commitment to high quality bilingual teacher preparation. Offering these courses as credit towards a master's degree also serves as an incentive for candidates to pursue the degree. We hope to encourage many bilingual teachers to further their education in this way.

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

### **Faculty Leadership Team**

Faculty who are qualified to teach and supervise candidates during fieldwork and student teaching assignments in the bilingual teacher preparation program include three tenured faculty (Drs. Winstead, Garza, Cho) and three tenure-track professors (Drs. Jasis, Chappell, Chavez) as well as four part-time professors (Drs. Dunlap, Suarez, Valenciana, and Weisman). A faculty member also serves as bilingual coordinator and provides leadership on program matters. All of these professors are bilingual and qualified in the areas of teacher preparation and bilingual instruction. Most have also published extensively on issues related to bilingual teacher preparation and/or Latino communities.

*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.*

### **Collaboration with School Districts**

In the Multiple Subject Credential Program candidates are grouped within blocks (cohorts) and each block, including blocks with bilingual candidates, maintains a list of specific schools in various districts where candidates complete their field assignments and student teaching. Prior to the start of each semester the block leader (faculty advisor for candidates in the block) and university supervisors who work in the block contact the principals of the designated schools and jointly select master teachers. This block-school arrangement has created long-term relationships based on trust and shared goals between the program faculty and the school site personnel. This ongoing communication has enabled faculty to become familiar with the special needs of their bilingual program schools and our bilingual student

teachers are often invited to participate in school level staff development opportunities. Further, bilingual credentialed teachers from these schools sometimes serve as guest speakers and instructors in the bilingual teacher preparation program. A number of our bilingual program graduates are now employed as teachers in local schools and serve as master teachers for our candidates.

In addition, the Multiple Subject Credential Program (MSCP) Advisory Board and the Community Advisory Board for Secondary Education meet every semester and the Secondary Teacher Education Program (SECTEP) Committee holds meetings every month. The MSCP Advisory Board and SECTEP Committee are comprised of faculty and school representatives including district administrators. Membership of the Community Advisory Board for Secondary Education is composed of university faculty and school district representatives that include school board members, district office personnel and former graduates who are currently teachers. These meetings offer opportunities for collaboration between university faculty and school site representatives to ensure quality field experiences for our candidates as well as to ensure that our program is responsive to the needs of schools and the needs of bilingual teachers. The monthly SECTEP Committee meetings provide important occasions for university collaboration with school district representatives from grades 7-12 to identify appropriate fieldwork placements for single subject candidates who seek bilingual authorization.

Most recently, CSUF established an alumni group of bilingual program graduates. This group, Los Maestros, meets regularly with a faculty representative to discuss school programs and provide a supportive network for bilingual teachers. It has also developed a scholarship fund to benefit bilingual teacher candidates at CSUF. The ongoing communication and collaboration with Los Maestros is an important avenue by which university faculty can remain informed of the needs and critical issues affecting bilingual teachers in local school districts.

*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.*

### **Program Description**

For more than a decade CSU Fullerton has offered a Spanish bilingual teacher preparation program to multiple subject credential candidates. The program for bilingual authorization in Spanish is available to candidates enrolled in the Multiple Subject Credential Program (MSCP) or Single Subject Credential Program (SSCP). It is also offered as a post-credential program to certificated teachers with a credential that authorizes teaching English learners (2042 credential, CLAD or equivalent).

#### *Admission*

Credential applicants who want to obtain a bilingual teaching authorization must meet all of the admissions requirements for their respective credential programs. Admission requirements for credentialed teachers seeking bilingual authorization include: (1) a valid multiple subject or single subject teaching credential that authorizes instruction to English learners (2042 authorization, a CLAD or equivalent), and (2) a GPA of 2.75 in last 60 units of study.

All bilingual program applicants are interviewed individually by one or two faculty members to assess their oral and written Spanish language proficiency as well as their dispositions towards teaching in bilingual settings. Applicants must have proficiency in Spanish and display dispositions that indicate commitment to bilingual teaching and potential for success in the program. A minimum score of 8 out of

12 possible points on the interview questions and a rating of “not problematic” on Spanish oral and written skills are required for admission to the bilingual teacher preparation program.

*Courses and Field Experiences*

Bilingual program candidates must successfully complete the two bilingual program courses EDEL/EDSC 446 (3 units) Methods and Inquiry for Bilingual Teachers and EDEL/EDSC 541 (3 units) Culture and Education of Latino Students with a grade of B or better. For credential candidates these 6 units are in addition to the courses required for their credential program. Candidates are required to demonstrate proficiency in Spanish in the EDEL/EDSC 446 course. A qualified bilingual university instructor in the EDEL/EDSC 446 course evaluates the Spanish language competencies of candidates via multiple measures.

Multiple Subject Credential Program (MSCP) candidates are assigned to a cohort, called a “block.” Candidates may select either a two or a three-semester block credential program. Bilingual program courses may be taken beginning in the second semester of a three-semester MSCP or during a summer session. Due to the high number of units within the two-semester MSCP, candidates who select this option must take the bilingual program courses after completion of the two-semester credential program or during a summer session.

The Single Subject Credential Program (SSCP) is a two-semester program that allows candidates to take bilingual program courses during either of the two semesters or in a summer session. Tables 5 and 6 illustrate the configuration of credential courses and bilingual program courses.

Bilingual program candidates are required to conduct 20 hours of fieldwork as part of the bilingual methods course (EDEL/EDSC 446)<sup>1</sup>. The field experience provides candidates with opportunities to participate in teaching and assessment activities in Spanish. A bilingual teacher at the school site evaluates the candidate’s performance. Fieldwork with bilingual learners is an integral part of the bilingual methods course and offers candidates opportunities to understand and address issues related to bilingual teaching. Due to the limited number of bilingual program classrooms in our service area, particularly at the secondary level, the field experience might occur in alternative settings in which there is primary language support.

Although the availability of bilingual classrooms for student teaching has been greatly reduced due to Proposition 227, we maintain collaborative relationships with several bilingual program elementary schools in surrounding school districts and are committed to offering our multiple subject credential candidates a bilingual student teaching experience. If bilingual classrooms are available for multiple subject credential candidates, they complete one field experience of 45 hours and one student teaching placement of 5 weeks or more in a bilingual program setting with a master teacher who has expertise in bilingual instruction and can evaluate the candidate’s bilingual competencies in the field. If such classrooms are not available, field competencies are assessed by a bilingual teacher during the required fieldwork for EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers.

**Table 5**

**Sequence of Coursework for Multiple Subject Credential  
With Bilingual Authorization**

<b>2 SEMESTER PROGRAM</b>		<b>3 SEMESTER PROGRAM</b>	
<b>Semester 1</b>		<b>Semester 1</b>	
EDEL 430 (3) Foundations		EDEL 430 (3) Foundations	
EDEL 433 (3) Reading Methods		EDEL 433 (3) Reading Methods	

<sup>1</sup> This is waived for recent Multiple Subject credential completers who participate in bilingual cohorts as their extended bilingual methods fieldwork and student teaching placements surpass the 20 hours required.

2 SEMESTER PROGRAM	3 SEMESTER PROGRAM
EDEL 434 (2) Methods Tchng Eng Lrners	EDEL 434 (2) Methods Tchng Eng Lrners
EDEL 435 (2) Math Methods	EDEL 435 (2) Math Methods
EDEL 450 (1) VPA Methods	EDEL 453 (1) TPA Support
EDEL 453 (1) TPA Support	EDEL 438 (1) Fieldwork
EDEL 438 (2) Fieldwork	
EDEL 439 (5) Student Teaching	
TPA Tasks: SSP & DI	TPA Tasks: SSP & DI
Semester Total = 19 Units	Semester Total = 12 Units
Semester 2	Semester 2
EDEL 429 (3) Integrated Curric & Instr	EDEL 437 (2) Social Studies Methods
EDEL 436 (2) Science Methods	EDEL 450 (1) Visual & Perf Arts Methods
EDEL 437 (2) Social Studies Methods	EDEL 451 (1) Community/School Issues
EDEL 451 (1) Community/School Issues	EDEL 452 (1) PE/Health/Mainstreaming
EDEL 452 (1) PE/Health/Mainstreaming	EDEL 453 (1) TPA
EDEL 453 (1) TPA	EDEL 438 (1) Fieldwork (Bilingual Setting)
EDEL 439 (9) Student Teaching	EDEL 439 (5) Student Teaching (Bilingual Setting)
TPA Tasks: AL & CTE	*EDEL/EDSC 446 (3) Methods/Inquiry Bilingual
	TPA Task: AL
Semester Total = 19 Units	Semester Total = 15 Units
Semester 3 or Summer	Semester 3
<i>EDEL/EDSC 446 (3) Methods/Inquiry Bilingual</i>	EDEL 429 (3) Integrated Curric & Instr
<i>EDEL/EDSC 541 (3) Culture/Latino Students</i>	EDEL 436 (2) Science Methods
	EDEL 439 (9) Student Teaching
	*EDEL/EDSC 541 (3) Culture/Latino Students
	TPA Task: CTE
	Semester Total = 17 Units
Total Program Units = 44	Total Program Units =44
	* May be taken in summer

**Table 6 Sequence of Coursework for Single Subject Credential with Bilingual Authorization**

Semester One
EDSC 410 (3) Teaching English Learners
EDSC 440S (4) General Pedagogy of Secondary School Tchng
EDSC 440F (2) Fieldwork
EDSC 442 (3) Teaching in the Secondary School
EDSC 449E (3) Externship in Secondary Teaching
*EDEL/EDSC 446 (3) Bilingual Methods
Total Semester Units = 18
Semester Two
EDSC 449S (3) Seminar in Secondary Teaching
EDSC 449I (10) Internship in Secondary Teaching (Student Teaching)
EDSC 460 (3) Teaching Assessment Seminar
Completion of all Teaching Performance Assessments (TPAs)
*EDEL/EDSC 541 (3) Culture and Education of Latino Students
Total Semester Units = 19 Total Program Units = 37
* May be taken in summer

*Program Curriculum*

The bilingual teacher preparation program has been designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture and the Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization as evidenced by the alignment of program course objectives, activities and assessment with the standards. This alignment appears on course syllabi. The bilingual methods and culture courses as well as activities for assessment of teacher candidates' Spanish language competency are described in more detail in the response to each of the related Bilingual Program Standards.

The 2042 credential program addresses the needs of English learners (EL) with respect to English language and literacy development as well as Specially Designed Academic Instruction in English (SDAIE). The bilingual teacher preparation program builds upon this knowledge base with two additional courses and fieldwork that serve to expand upon the pedagogical concepts and skills developed in the credential program. The 2042 program prepares candidates to provide benchmarks of English learners' progress toward meeting standards defined in state frameworks by requiring them to examine the state English Language Development (ELD) Standards as well as other content standards and prepare lesson plans for EL students at different stages of language development that are aligned with standards. In the bilingual methods course, EDEL/EDSC 446, these concepts are revisited and candidates further their understanding of providing benchmarks for EL students' progress and helping learners access grade level content. In this course, candidates read about and discuss first and second language development, teaching strategies and assessment in both the primary and target language for students at different language levels, and the delivery of instruction in two languages across the curriculum. Candidates develop literacy and content area lessons in Spanish that are aligned with content standards and include scaffolding strategies for second language learners at different stages of language development. Candidates also conduct an assessment of a student's Spanish reading skills and develop a plan for instruction.

In the 2042 program candidates learn about first and second language acquisition and how to implement instruction for EL students to facilitate their English language acquisition and academic achievement in English. The bilingual methods course, EDEL/EDSC 446, builds on this foundation and delves into research-based theories, research and pedagogical practice related to the development of bilingualism and biliteracy. For example, in this course, candidates read about and discuss theoretical foundations for native language instruction and the research findings with respect to bilingualism and bilingual education. They learn how to plan and deliver instruction in the primary and target language for Spanish as well as English-speakers in bilingual settings.

Similarly, the culture course is designed to expand upon the knowledge base developed in 2042 program courses related to principles of equity and diversity. In prerequisite and other credential courses, candidates learn about concepts related to culture, cultural diversity in the state and nation, and culturally inclusive instruction. This knowledge helps to promote what Duarte and Smith (2000) have referred to as a "foundational perspective" on multicultural education, that is, an orientation that values diversity as a resource in the classroom. In the course EDEL/EDSC 541 Culture and Education of Latino Students, candidates build upon this foundation to gain a more comprehensive understanding of diversity issues as they relate to the education of Latino and in particular, Mexican origin students who are the predominant Spanish-speaking population in California. Whereas previous coursework provided a brief cultural and historical sketch of major ethnic groups including Latinos, this course is designed to provide a more in depth examination of the diversity among Latinos as well as unique aspects of their home countries, cultures, histories, and experiences.

Documentation:

- [Spanish Interview for Admission to Program](#)
- [EDEL/EDSC 446 Course Syllabus](#)
- [EDEL/EDSC 541 Course Syllabus](#)

## **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.*

### **End of Program Verification**

The CSUF Multiple Subject Credential Program is a cohort model where candidates are grouped into a “Block” and remain with the same students and faculty throughout the program. A Block Leader oversees the work of all students in his or her group and reviews evidence of successful program completion for each candidate in the block. Such evidence includes completion of bilingual program courses with a grade of B or better and verification of the candidate’s satisfactory performance in bilingual field competency by a qualified bilingual teacher (see [Evaluation of Field Competency for Bilingual Authorization](#)). For MSCP candidates who complete student teaching in a bilingual classroom this verification also includes satisfactory evaluations of bilingual student teaching from both school site master teachers and university supervisors (see [MSCP Student Teaching Evaluation Form](#)). Bilingual program course instructors, university supervisors and school based master teachers are required to be bilingual and have expertise with bilingual instruction. Additionally, candidates must demonstrate Spanish language proficiency at a level of Advanced Low in the bilingual methods course EDEL/EDSC 446 as documented by the instructor’s signature on the [Assessment of Spanish Language Proficiency Form](#). The Block Leader certifies that each candidate has successfully demonstrated all required competencies and recommends to the Bilingual Program Coordinator that the candidate be recommended for the bilingual authorization. The [Student Teaching and Final Paperwork Signature Sheet](#) with signatures of master teacher, supervisor and block leader further document competencies for MSCP candidates who participate in bilingual student teaching.

In the Single Subject Program the Coordinator of Secondary Education Cooperative Teacher Education Program (SECTEP) makes final recommendations of candidates for credentials on the basis of all information for each candidate’s performance. For bilingual program candidates this evidence includes successful completion of bilingual program courses with a grade of B or better and demonstration of Spanish language proficiency in the bilingual methods course EDEL/EDSC 446 at a level of Advanced Low as documented by the instructor’s signature on the [Assessment of Spanish Language Proficiency Form](#). A satisfactory evaluation of fieldwork in the EDEL/EDSC 446 course by a qualified bilingual teacher is also be required (see [Evaluation of Field Competency for Bilingual Authorization](#)). The SECTEP Coordinator recommends to the Bilingual Program Coordinator that the candidate be recommended for the bilingual authorization.

Credential holders seeking bilingual authorization provide evidence to the Bilingual Coordinator that they have satisfactorily completed the required courses with a grade of B or better and demonstrated Spanish language proficiencies at level of Advanced Low in the EDEL/EDSC 446 bilingual methods course as documented by the instructor’s signature on the Assessment of Spanish Language Proficiency Form. A satisfactory evaluation of fieldwork in the EDEL/EDSC 446 course by a qualified bilingual teacher is required (see [Evaluation of Field Competency for Bilingual Authorization](#)).

The Bilingual Coordinator then certifies satisfactory completion of requirements for bilingual authorization by credential candidates or credential holders and transmits the list of names to the Credential Analyst, who then sends the formal recommendation to the CA Commission on Teacher Credentialing.

*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.*

### **Formative Assessment**

In the bilingual teacher preparation program, candidates are guided and coached on their performance in multiple ways. Candidates' performance in coursework is continually assessed as they complete written assignments, oral presentations, demonstration lessons, and participate in class discussions. Instructors provide specific feedback and permit revision of assignments in order to support candidates' success to achieve the required proficiency of a grade of B or better in the course.

Bilingual program candidates in the Multiple Subject Program (MSCP) are assigned to a cohort or block for the entire length of their credential program. A team of three to four methods instructors and field supervisors are assigned to each block. A faculty member serves as the block leader whose responsibilities include student advisement and support, coordinating student teaching placements with supervisors, and ongoing communication with block instructors and supervisors to stay abreast of candidates' performance. This structure allows the small team of faculty and supervisors that work with the block many opportunities to become familiar with individual candidates' strengths as well as needs and to communicate regularly on behalf of the candidates.

As part of the EDEL/EDSC 446 bilingual methods course candidates conduct 20 hours of fieldwork and are evaluated on bilingual competencies by a teacher with bilingual expertise. Prior to this evaluation, they receive feedback about their performance from the bilingual teacher who completes the final evaluation. If bilingual classrooms are available for student teaching placements, MSCP candidates also conduct fieldwork and student teaching in a bilingual program classroom with a certified bilingual master teacher. During this fieldwork and student teaching candidates are visited on a regular basis by university supervisors. Observations are followed by conferences between the teacher candidate and supervisor during which specific feedback is provided and goals are set for making adjustments and improvements in the candidate's performance (see [Fieldwork Visit Form](#) and [Classroom Observation Form](#)). In addition, the supervisor consults with the cooperating teacher during fieldwork and the master teacher during student teaching regarding the candidate's development. The Classroom Observation Form requires supervisors to indicate areas for improvement. This ongoing feedback provides formative assessment information that helps candidates to set goals and improve their performance. At the conclusion of each fieldwork and student teaching assignment candidates receive a final evaluation (see [MSCP Fieldwork Form](#) and [MSCP Student Teaching Evaluation Form](#)). Candidates are fully apprised of and have possession of all evaluation forms prior to fieldwork and student teaching. Faculty, supervisors and master teachers who work with candidates in the bilingual program are certified in bilingual instruction.

### **Documentation:**

- [EDEL/EDSC 446 Course Syllabus](#)
- [EDEL/EDSC 541 Course Syllabus](#)
- [MSCP Fieldwork Form](#)

- [MSCP Student Teaching Evaluation Form](#)
- [Fieldwork Visit Form](#)
- [Classroom Observation Form](#)
- [Evaluation of Field Competencies for Bilingual Authorization](#)
- [Master Teacher Information Form](#)
- [Student Teaching and Final Paperwork Signature Sheet](#)
- [Assessment of Spanish Language Proficiency Form](#)
- [Rubric for Spanish Language Assessment](#)

### **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.*

Candidates develop understanding of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States in the bilingual methods course EDEL/EDSC 446. Through readings in the textbook *The Foundations of Dual Language Instruction* and class lectures candidates become familiar with the history of bilingual education and the varieties of bilingual education models. Class lectures draw upon scholarship in the field and address the theoretical underpinnings of bilingual education (Cummins, 2000), research that suggests the positive effects of high levels of proficiency in more than one language (Bialystok, 2001; Cummins, 2000) and research that demonstrates the benefits of high quality bilingual education (Lindholm-Leary, 2001; Thomas & Collier, 2002). Candidates also read articles about the research in bilingualism and bilingual education (see [EDEL/EDSC 446 Syllabus](#), Course Readings). In small groups candidates discuss the major patterns in the research and implications for instruction. One of the course texts includes attention to the topics of school policies and programs and how these are affected by historical, political and social factors. This leads to class discussions regarding issues of language suppression versus the promotion of bilingualism and biliteracy.

Through lectures, readings and class activities in EDEL/EDSC 446 candidates also learn about federal and state legislation and case law related to the educational rights of English learners. Candidates examine

and discuss the impact on policy and program implementation of key legislation such as the 1968 Bilingual Education Act, the Equal Educational Opportunities Act of 1974, No Child Left Behind, 1974 California Bilingual Education Act and Proposition 227. Candidates are presented with and discuss the significance of court cases such as *Lau v. Nichols*, *Castaneda v. Picard*, *Mendez v. Westminster*, and *Williams v. State of California*.

Candidates demonstrate their knowledge of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement through participation in class discussion and activities in EDEL/EDSC 446. For example, one class activity requires candidates to analyze the different types of bilingual education programs and respond to questions related to underlying philosophies and effects of policies and programs on student learning (see [Analysis of Bilingual Programs](#)). In another activity class members are paired up and each pair is given a card with the name of a court case or major legislation. They must then line up in chronological order according to the dates of their case or legislation with each pair briefly summarizing the significance of their legal event. Further, candidates are required to demonstrate their knowledge by responding in writing to questions posed by the instructor (see [Examples of Questions for In Class Reflections](#)) and to questions on the midterm exam (see [Examples of Questions for EDEL/EDSC 446 Midterm Exam](#)). These written responses serve to assess student understanding and guide further instruction.

Candidates develop knowledge about the research on cognitive effects of bilingualism and biliteracy as developmental processes through readings, class lectures and discussion in EDEL/EDSC 446. They read in their textbook as well as in supplemental articles about topics such as the nature of bilingualism, its effect on cognition, and the effects of subtractive versus additive bilingualism on learning (see [EDEL/EDSC 446 Syllabus](#) for course readings). Candidates discuss and observe lessons presented by the instructor or on video that demonstrate the separation of languages in a bilingual classroom, strategies to foster second language acquisition and strategies to promote content learning and transfer of skills from primary to target language. Candidates are required to apply this knowledge as they complete various course assignments. One assignment is a case study that requires candidates to analyze a student's bilingualism and current educational program and make recommendations for appropriate curriculum and instruction to support the student's learning. In another assignment candidates must analyze a student's Spanish reading assessment data; the analysis must include discussion of how the student's stage of development in the primary as well as the second language could affect progress (see [EDEL/EDSC 446 Syllabus](#)). Additionally, candidates apply the research findings to student achievement within bilingual education models when they engage in a class activity that requires them to analyze each of the models and respond to questions related to student learning within each context (see [Analysis of Bilingual Programs](#)).

Understanding of the significant transfer of skills, behavior, knowledge and attitudes from one language to another is acquired through reading and class discussions in EDEL/EDSC 446. Candidates engage in a class exercise in which they try to read a word in an unfamiliar language in order to demonstrate that when individuals read in a new language they apply literacy skills they already possess. Candidates read about and discuss the Spanish and English language systems; they learn that knowledge of content in any language exists in a common underlying cognitive store of knowledge and that the transfer of skills from Spanish to English or from English to Spanish is facilitated by the similar alphabets, directionality, and phonology, as well as cognate words.

The EDEL/EDSC 446 course also prepares candidates to actively promote authentic parental participation through readings, class discussions, and course assignments. In this course candidates read the article titled "Convivencia to Empowerment: Latino Parents Organizing at La Familia" and/or "Coexisting Languages: Reading Bilingual Books with Biliterate Eyes" (see [EDEL/EDSC 446 Syllabus](#)). Both articles describe how Latino parents are often marginalized in schools and how a group of Latino parents

organized for a more effective partnership with their children’s school. In class candidates discuss the notion of traditional parent participation (attendance at school functions, volunteer work in classrooms, etc.) as compared with participation in which parents engage in leadership roles that help to shape school policy. Candidates are asked to reflect upon their experiences and observations in schools and to identify and discuss practices that support or do not support authentic parental participation and what steps could be taken to promote it. In addition, the EDEL/EDSC 541 culture course requires candidates to read and present a chapter from the text *Lessons from High-Performing Hispanic Schools*. A strong theme throughout this book is the importance of full, active involvement of parents and community, including collaborative governance and leadership in schools. Two of the chapters focus specifically on parent and community participation in schools. As candidates present the content to the class and class members are engaged in the related discussion, they develop a strong understanding of issues such as the need to build on cultural values, to recognize the funds of knowledge of the families and to provide opportunities for parents to acquire leadership skills.

Candidates develop understanding of families as significant primary language and cultural resources in EDEL/EDSC 446 through reading in their textbook *Learning in Two Worlds: An Integrated Spanish-English Biliteracy Approach* and through class discussions that focus on how Latino families are sources of knowledge that teachers often ignore. In class candidates role-play a parent/teacher conference through which they identify and utilize parental knowledge and expertise. These concepts are also addressed in the EDEL/EDSC 541 course through readings and discussion that centers on ways to capitalize on community resources and to engage parents in culturally appropriate ways that respect their experiences and traditions.

Through lectures, class readings and course assignments in both EDEL/EDSC 446 and EDEL/EDSC 541 candidates develop understanding of the critical role of classroom and school climate on students’ attitudes, motivation and achievement. In EDEL/EDSC 446 candidates read in their textbooks about the topic of culture and schooling and how culture can affect learning style. In class they discuss how differing learning styles can be accommodated within a bilingual classroom and how teachers can learn about their students’ backgrounds. Candidates must include consideration of student interests and backgrounds in their lesson plans (see [EDEL/EDSC 446 Syllabus](#)). In EDEL/EDSC 541 candidates also discuss strategies for developing culturally responsive learning environments. The group presentations (and/or group discussions) based on the *Lessons from High-Performing Hispanic Schools* text engages candidates in discussing the ways in which organizational aspects of instruction, assessment practices, curriculum, and teacher attitudes, behavior and beliefs can influence student motivation and achievement. Further, candidates must demonstrate understanding of culturally responsive classrooms and schools in their written response to a weekly prompt (see [EDEL/EDSC 541 Syllabus](#)).

Documentation:

- [EDEL/EDSC 446 Syllabus](#)
- [EDEL/EDSC 541 Syllabus](#)
- [Analysis of Bilingual Programs Activity](#)
- [Examples of Questions for Class Reflections](#)

**Table 7**  
**Summary for Standard 3: The Context for Bilingual Education and Bilingualism**

Standard Element	Where	How
3a. The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies,	EDEL/EDSC 446	-Readings -Lectures -Class Discussion

Standard Element	Where	How
programs, and research on the effectiveness of bilingual education and bilingualism in the United States.		-Class Activities: Identify patterns in the research and implications 2. Analysis of bilingual program models
3b. 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.	EDEL/EDSC 446	-Class Activities: 1. Line up activity 2. Analysis of bilingual program models 3. In Class Reflection -Mid-Term Exam
3c. Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.	EDEL/EDSC 446	-Case Study -Analysis of Reading Assessment -Class activities: 1. Analysis of bilingual program models 2. In Class Reflection
3d. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.	EDEL/EDSC 446	-Case Study -Class activities: 1. Analysis of bilingual program models 2. In Class Reflection
3e. 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.	EDEL/EDSC 446	-Readings -Class Discussion -Class activity: Reading and writing in Japanese (JL lesson demonstration with follow-up. Language used may vary with each EDEL 446 instructor)
3f. The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.	EDEL/EDSC 446  EDEL/EDSC 541	-Reading -Class Discussion  -Reading -Group Presentation Assignment on <i>Lessons from High Performing Hispanic Schools</i>
3g. The program promotes candidates' understanding of the family as a primary language and cultural resource.	EDEL/EDSC 446  EDEL/EDSC 541	-Reading -Class Discussion -Role-play parent/teacher Conference  -Reading



develop lessons, candidates learn how they can support English learners with the acquisition of language forms (for example plurals, verb tenses, or adjectives) and functions (for example expressing needs, retelling or explaining) at different stages of English language development. In the bilingual methods course EDEL/EDSC 446 candidates revisit these concepts and build on this understanding by developing knowledge of Spanish language forms and functions through reading of the textbooks and use of the *Estándares de Lecto-Escritura en Español* to develop lesson plans. Demonstration lessons in class show candidates how to support the acquisition of language forms and functions with second language learners via appropriate questioning and by providing contexts for natural language use.

Throughout their coursework in the credential program candidates must read text selections, engage in class activities and complete assignments that prepare them to plan, develop, implement and assess standards-aligned content instruction for English learners in English. In EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers candidates build on these competencies and develop understanding of how to plan, develop, implement and assess instruction in two languages in dual language settings. Candidates are required to read chapters in the textbook and articles that address the teaching of content in Spanish, design and present lessons in Spanish that are aligned with content standards, and engage in class discussion and evaluation of their lessons. They also observe demonstration lessons that show how to differentiate instruction for first and second language learners. In this way, candidates build on their understanding of how to incorporate strategies such as Total Physical Response (TPR), repetition, modification of teacher language, and the use of various visual aids in their lessons to support second language learners based on their level of second language development. The Spanish language arts and content lessons candidates design and present must include modifications for second language learners (native English speakers), content objectives and language objectives for students who are native Spanish speakers and for native English speakers who are acquiring Spanish as a second language. Readings and discussion in this course also address issues of planning for appropriate allocation of two languages in the classroom and within the curriculum (see [EDEL/EDSC 446 Syllabus](#)).

Knowledge of a variety of instructional strategies developed in various credential courses is reinforced in EDEL/EDSC 446 as candidates read about recommended strategies for instruction in Spanish such as read alouds, shared and guided reading, use of literature, semantic mapping, and thematic units. Professors also model lessons and show video clips to demonstrate a variety of strategies including many that are designed to promote higher order thinking skills such as teaching students to make predictions, summarize, draw inferences and evaluate the text. Instructors model how the cognitive difficulty of questions to students need not be restricted by students' language level. Instructors demonstrate how teachers can ask higher order questions to second language learners and expand on student responses to model correct language usage.

Lectures, reading, and assignments in EDEL/EDSC 446 also prepare candidates to employ different modes of assessment that are appropriate to student language levels. Candidates read about and discuss issues of reliability, validity, and content bias as well as the wide variety of assessments available, including standardized, commercially prepared and locally prepared tests. They read that appropriate assessment should take into consideration students' language proficiency level and should include multiple measures. In class candidates then discuss examples of assessment they have observed in schools and analyze the strengths and limitations of these approaches. In one assignment candidates are required to conduct and analyze an assessment of a student's Spanish reading skills. They must also incorporate assessment into their lesson plans to demonstrate their understanding of how assessment informs instruction.

Required readings in EDEL/EDSC 446 address bilingual instructional models, teaching strategies, materials and assessment in bilingual programs. Additionally, several assignments in EDEL/EDSC 446 require candidates to apply knowledge of bilingual instructional models, instructional strategies and

materials to their instructional and assessment practices. For example, written lesson plans for both Spanish language arts and content area instruction in Spanish must reflect understanding of instruction in bilingual settings and include appropriate strategies that address both content as well as language objectives for primary and target language speakers. Additionally, lesson plans must include an analysis of three Internet resources that could be used to support the lesson. Another assignment requires that candidates prepare a written analysis of instructional materials that can be used to support student learning in bilingual settings. One of the field-based assignments specifically addresses applying knowledge of assessment to instructional practice. In this assignment candidates must administer a Spanish reading assessment and analyze the results along with other assessment data then develop a plan for instruction (e.g., Biliteracy Mini-Case Study) (see [EDEL/EDSC 446 Syllabus](#)). Lastly, during fieldwork candidates must demonstrate understanding of appropriate assessment and instructional practices in a bilingual setting (see [Evaluation of Field Competency for Bilingual Authorization](#)).

Candidates are expected to develop knowledge of intercultural communication and interaction that is linguistically and culturally responsive. In EDEL/EDSC 446 candidates read about the significance of culture and the learning process in the text *The Foundations of Dual Language Instruction*. Through reading, class lectures and discussion they learn about research and theories regarding student motivation and cultural identity as well as strategies for creating culturally responsive learning environments. In small groups candidates discuss observations or personal experiences of instances in which one's cultural knowledge or native language was not reflected in the curriculum and what could have been done to create a more inclusive environment. Candidates read about and discuss how classroom displays, teacher use of both Spanish and English, and the use of quality bilingual materials can convey strong messages to students about the importance of their native language and the development of biliteracy skills. Candidates also read about and discuss issues of language separation, code-switching and traditional forms of classroom discourse (initiation, response, evaluation pattern) that may limit the amount and use of language by students. Candidates participate in traditional forms of classroom interaction as well as alternative forms of interaction that expand student roles and take into consideration students' language levels such as pair-share, jigsaw groups, roundtable, and carousel. They reflect on and discuss how their participation and comfort level is impacted by the ways in which interaction is structured in the classroom. Candidates then discuss how cooperative learning can enhance student participation and support second language learners. Lesson plans that candidates write must reflect knowledge of strategies for incorporating students' interests and backgrounds (see [EDEL/EDSC 446 Syllabus](#)).

Additionally, in the EDEL/EDSC 541 Culture and Education of Latino Students candidates read and discuss the textbook *Lessons from High Performing Hispanic Schools* which provides many examples of how effective schools promote high levels of achievement by incorporating the interests and experiences of students as well as validating their cultural and linguistic identities. One course assignment requires candidates be prepared to discuss and present on any of the chapters from the aforementioned textbook and to also include additional reading material related to the topic. Several of the chapters in this text specifically focus on the creation of culturally responsive classroom and school climates. Many suggestions and examples are offered including establishing supportive relationships with students and parents, using cooperative learning and peer tutoring, and incorporating student life experiences as well as native language instruction and materials. Moreover, candidates are required to demonstrate understanding of culturally responsive classrooms and schools in their written response to a weekly prompt.

In EDEL/EDSC 446 candidates read about how to select and evaluate instructional materials that are appropriate to the students' language abilities and learning context. Through classroom lectures, class discussion and a class activity in which they review a variety of state adopted materials, candidates learn about state-approved materials, and how to evaluate, select and adapt these for a particular context and to meet student needs. For example, some materials may have few pictures included or the vocabulary may

not be at an appropriate level for some students and candidates discuss how a teacher could augment the materials with Internet resources or other alternatives to enhance students' learning. Candidates then demonstrate their ability to use a variety of criteria to evaluate materials and supplement resources when they complete three assignments. Two assignments require lesson plans in Spanish language arts and in a content area and each lesson plan must include appropriate materials and an evaluation of related Internet resources. A third assignment is the Book Talk in which in which candidates must present (e.g., via PowerPoint) an analysis of materials, using criteria such as appropriateness of themes, activities, quality of translation and language level, as well as cultural accuracy (see [EDEL/EDSC 446 Syllabus](#)).

Documentation:

- [EDEL/EDSC 446 Syllabus](#)
- [EDEL/EDSC 541 Syllabus](#)
- [Lesson Plan Format for Spanish Lessons](#)

**Table 8**  
**Summary for Standard 4: Bilingual Methodology**

Standard Element	Where	How
4a. 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.	EDEL/EDSC 446	-Reading -Class Discussion -Review of ELD Standards -Use of Spanish Includes the use of Spanish Language Arts Standards and other academic standards to achieve common core knowledge in the development of lesson plans; analysis of classroom practices through the review of peer-reviewed articles and other Spanish texts
4b. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.	EDEL/EDSC 446	-Reading -Class Discussion -Lesson plans aligned with content standards and address common core
4c. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.	EDEL/EDSC 446	-Reading -Demonstration Lessons -Lesson Plans -Administration and Analysis of Reading Assessment
4d. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their	EDEL/EDSC 446	-Reading -Lectures -Class Activity Review of state adopted materials

instructional and assessment practices.		-Lesson Plans -Book Talk (includes analysis of instructional Materials) -Fieldwork in bilingual settings
4e. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive.	EDEL/EDSC 446  EDEL/EDSC 541	-Reading -Class Discussion -Lesson Plans -Group Presentation on <i>Lessons in High-Performing Hispanic Schools</i> -Weekly Reading Response
4f. 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.	EDEL/EDSC 446	-Reading -Class Discussion -Lesson Plans -Book Talk (includes an analysis of instructional materials)
4g. 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.	EDEL/EDSC 446	-Lesson Plans -Book Talk (includes an analysis of instructional materials)

**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 traditions, roles, status, and communication patterns of peoples of Mexican origin and other Latinos as experienced in the home country and in the United States are addressed in EDEL/EDSC 541 Culture and Education of Latino Students. Through readings and course assignments candidates become knowledgeable about these aspects of Latino culture. Candidates read and discuss a chapter in their text *Latinos: Remaking America* (“Ambiguous Loss: Risk and Resilience in Latino Immigrant Families”) that focuses on how traditions, roles, rituals, status and beliefs systems of Latino immigrants are affected by

the experience of migration. Knowledge and understanding of this topic are also developed through two course assignments. In one assignment candidates must interview members of a Latino family and conduct additional research to write a paper that addresses such things as traditions, values, and educational system in the home country as compared to the U.S. In another assignment, candidates present a research report on a Latin American country that must include information about political, economic and societal structures within that country. In class, candidates share their findings and discuss implications for individuals from those countries with respect to migration, immigration and settlement in the U.S. In addition to the completed research report, candidates demonstrate their knowledge about countries of origin by their participation in the class discussion, their writing to the related Weekly Reading Response, and their performance on the final exam question that addresses this topic (see [EDEL/EDSC 541 Syllabus](#)).

In EDEL/EDSC 541 candidates read and discuss selections in their textbook *Latinos: Remaking America* that describe how aspects of culture, race, educational background, pressure to assimilate and societal relations of power can impact relationships within Latino families, between Latinos of differing backgrounds, and between Latinos and other cultural groups. Candidates discuss how individuals are influenced by the values and norms of their culture and how personal experiences shape one's worldview. Candidates read in their text about the role of gender, ethnicity and race in school achievement and employment. They also read the article "Language, National Identity and the Ethnic Label Hispanic" which explores influences of race, ethnicity and social class on individuals' experiences in the countries of origin as well as in the U.S. (see [EDEL/EDSC 541 Syllabus](#)). In small groups as well as whole class, candidates discuss how factors such as race, education, economic conditions and social status in the native country can affect decisions to immigrate to the U.S. and how these can continue to impact expectations, perceptions and acculturation. The Weekly Reading Response also requires candidates to respond in writing to this issue. The contributions of the culture of emphasis in California and the United States is addressed via a course assignment in which candidates research contributions of Latinos in the arts, politics, literature, sciences or some other field and engage in an online discussion to share their findings and insights.

Knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of Mexican origin peoples and other Latinos in California and the U.S. is developed through course readings, lectures, class activities and assignments in EDEL/EDSC 541. The textbook *The Elusive Quest for Equality* addresses the history of Mexican origin people as well as political and economic factors that have influenced their educational struggles in the U.S. Candidates also read the text *Latinos: Remaking America* which includes chapters on various Latino groups such as Cubans, Dominicans, Puerto Ricans, and Salvadorans. Course lectures and discussions expand on issues that emerge from the readings such as the legacy of racial discrimination that began with the Spanish conquest, policies and practices that developed to deny equal rights to Latinos, especially in the area of education, political events that influence immigration and socialization, and how more recent events and political issues continue to impact cultural identity and educational opportunities for Latinos. Candidates also view films such as "The Lemon Grove Incident", a dramatization of the first legal challenge to segregation of Mexican Americans in schools and a segment of "The New Americans", a documentary about the struggles of a Latino immigrant family. Viewing and discussing these films serve to support candidates' understanding of political, economic, and religious factors that impact on Latinos' lives, shaping their identities, perspectives and opportunities.

Candidates demonstrate their knowledge of countries of origin and factors that affect immigration and settlement in the U.S. through various assignments in EDEL/EDSC 541. They must respond in writing to Weekly Reading Responses that relate to these topics. The family history research assignment requires candidates to examine political, economic and other factors in the family's home country that influenced their immigration to the U.S. The research report on a Latin American country must include information

about political, economic and societal structures within that country and the ways these affect trends in immigration to the U.S. Additionally, candidates must respond to a question on the final exam that addresses this topic (see [Examples of Questions for EDEL/EDSC 541 Final Exam](#)).

Documentation:

- [EDEL/EDSC 541 Course Syllabus](#)
- [Examples of Questions for EDEL/EDSC 541 Final Exam](#)

**Table 9**

**Summary for Standard 5: Culture of Emphasis**

Standard Element	Where	How
4a. 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.	EDEL/EDSC 541	-Reading -Lectures -Class Discussion -Family ( <b>Oral</b> ) History Research Paper -Report on Latin America -Weekly Reading Response
4b. 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.	EDEL/EDSC 541	-Reading -Lectures -Class Discussion -Weekly Reading Response -Blackboard Discussion: Contributions of Latinos
4c. 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.	EDEL/EDSC 541	-Reading -Lectures -Class Discussion -Viewing of Films (Lemon Grove Incident & New Americans) -Family History Research Paper -Weekly Reading Response
4d. 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.	EDEL/EDSC 541	-Family ( <b>Oral</b> ) History Research Paper -Report on Latin America -Weekly Reading Response -Final Exam

## **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.*

Multiple measures of assessment are used to determine that bilingual teacher candidates possess listening, speaking, reading and writing skills in Spanish that are equivalent to a passing score on the CSET: LOTE Spanish language examination. These include many performance-based assessments in the EDEL/EDSC 446 bilingual methods course that require candidates to understand the main point of an oral message, provide an appropriate response to a question or comment, draw conclusions, and speak effectively about various social, professional and abstract topics. For example, discussions in Spanish in pairs, small groups, and whole class occur throughout the EDEL/EDSC 446 methods course and cover such topics as personal experiences, curriculum, instructional strategies, current events that affect schools and political and societal issues related to bilingual education. Following are two specific examples. In one class activity candidates meet in small groups to share in Spanish their personal experiences with bilingualism and how they use English and Spanish in their daily lives. This is followed by a whole class discussion in Spanish in which candidates analyze how bilingualism can change over time and different contexts, the impact of societal attitudes and the implications for bilingual instruction. Finally, they are asked to write a short reflection in Spanish on what they learned from the discussion and how this influences their teaching. In another class activity, candidates read in Spanish about the theoretical foundations for native language literacy (see [EDEL/EDSC 446 Syllabus](#) Course Readings) then in small groups they prepare a short presentation they could make to parents on the topic, which is then presented to the class. Each group member must take an active role in the presentation. (Alternatively, students may be required to write a letter to the parents and then present it in their dialogue groups.) Candidates are also required to present two lessons in class in Spanish, one in language arts and one in a content area (see [EDEL/EDSC 446 Syllabus](#)). Candidates are expected to demonstrate language and vocabulary that is appropriate for the intended grade level.

Performance-based assessment also occurs during student teaching in bilingual settings for MSCP candidates and for all candidates during the field experience required in the EDEL/EDSC 446 methodology course. In the field, candidates must demonstrate their ability to comprehend and speak appropriately in Spanish with students, parents and colleagues (see [Evaluation of Field Competency for Bilingual Authorization](#)). As candidates prepare and present lessons in Spanish for the EDEL/EDSC 446 course and during student teaching, they must demonstrate the ability to read Spanish texts such as children's books and teacher guides, write detailed plans for delivery of their lessons, prepare charts or other written material for their lessons and during their teaching model Spanish speaking and writing for students using accurate and appropriate vocabulary and syntax.

In EDEL/EDSC 446 candidates read a variety of materials in Spanish from multiple sources such as journal articles, book chapters, curriculum guides, and state publications (see [EDEL/EDSC 446 Syllabus](#)). These readings cover a wide range of topics related to bilingual education and the schooling of language minority students. In follow-up discussions in class candidates must demonstrate literal as well as interpretive comprehension skills of the reading when they are asked to identify key ideas, identify the author's point of view, draw conclusions from information presented and/or apply critical analysis to the text. The planning of lessons in Spanish also requires candidates to read and interpret curriculum guides and curriculum standards written in Spanish (see [Lesson Plan Format for Spanish Lessons](#)).

There are a number of course assignments in EDEL/EDSC 446 that require candidates to demonstrate abilities in Spanish written language. As part of the reading assessment assignment candidates must

prepare a Spanish letter to parents describing the results of the assessment and the instructional plan for their child. Other writing assignments in Spanish include two complete lesson plans for the teaching of Spanish language arts and two for a content area; these require a detailed description of how the lesson was presented (see [EDEL/EDSC 446 Syllabus](#) and [Lesson Plan Format for Spanish Lessons](#)).

Additionally, candidates must complete written reflections in class on issues related to class readings or discussions. The written reflections serve to assess reading comprehension as well as ability to write effectively in Spanish on a variety of topics.

Candidates must also pass with a grade of “B” or better a mid-term examination in EDEL/EDSC 446 that requires them to read, accurately interpret and respond in writing to questions in Spanish that relate to course content. The exam assesses candidates’ ability to compose extended narrative to defend a position, present relevant facts, compare and contrast teaching methodologies and describe the reasoning for a professional decision (see [Examples of Questions for EDEL/EDSC 446 Midterm Exam](#)).

Candidates are encouraged and expected to seek opportunities to continue to develop and strengthen their Spanish language skills through interactions with the Spanish speaking community, additional reading, accessing Spanish media and films, access of language materials via the Internet, and travel.

The activities and assignments in the EDEL/EDSC 446 course require candidates to demonstrate competencies described by the American Council on the Teaching of Foreign Languages (ACTFL) as meeting a level of Advanced Low. These competencies include ability to engage in informal as well as formal conversations, to narrate using past, present and future time frames, to interpret an academic text beyond literal comprehension, offer a personal interpretation of the text, and write summaries, descriptions, and narratives about familiar topics. To ensure that a candidate who is recommended for the bilingual authorization meets the required language proficiency and to document language abilities as meeting the standard of Advanced Low, the EDEL/EDSC 446 instructor uses a rubric that is based upon the language level descriptions developed by the ACFTL to evaluate each candidate’s cumulative performance in the course (see [Rubric for Spanish Language Assessment](#)). Candidates must meet the criteria specified under “Meets Standard” in all areas in order to be recommended for a bilingual authorization. The faculty member who teaches the EDEL/EDSC 446 course and evaluates the Spanish language skills of candidates are required to be proficient in Spanish and to hold an appropriate bilingual credential or certificate of competence.

Documentation:

- [EDEL/EDSC 446 Course Syllabus](#)
- [Examples of Questions for In Class Reflections](#)
- [Examples of Questions for EDEL/EDSC 446 Mid-Term Exam](#)
- [Lesson Plan Format for Spanish Lessons](#)
- [Assessment of Spanish Language Proficiency Form](#)
- [Rubric for Assessment of Spanish Language Proficiency](#)

**Table 10**  
**Summary for Standard 6: Assessment of Candidate Language Competence**

Standard Element	Where	How
6.1 The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a	EDEL/EDSC 446	- Class Discussions in Spanish - Oral Presentations in Spanish

Standard Element	Where	How
language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination.		<ul style="list-style-type: none"> <li>-Reading (book chapters, articles, curriculum, etc)</li> <li>-Written Lesson Plans</li> <li>-Letter to Parents (part of Analysis of Reading Assessment)</li> <li>-In Class Reflections Written in Spanish</li> <li>-Mid Term Exam</li> </ul>
6.2 The program creates clear guidelines by which the candidate will be assessed.	EDEL/EDSC 446	Rubric for evaluation of Spanish language (adapted from descriptions of language levels developed by the ACTFL)

### References

- Bialystok, E. (2001). *Bilingualism and development: Language, literacy and cognition*. Cambridge: Cambridge University Press.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the cross-fire*. Buffalo, N.Y: Multilingual Matters.
- Duarte, E.M. & Smith, S. (2000). *Foundational perspectives in multicultural education*. New York: Longman.
- Lindholm-Leary, K.J. (2001). *Dual language education*. Clevedon: Multilingual Matters.
- Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence.

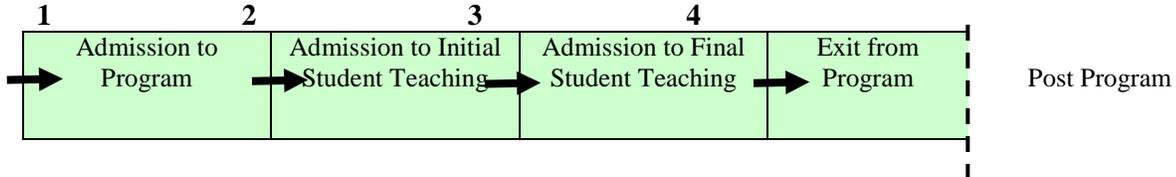
## **Part II: Course Syllabi**

[EDEL/EDSC 446](#)      Methods and Inquiry for Bilingual Teachers  
[EDEL/EDSC 541](#)      Culture and Education of Latino Students

## PART III: PROGRAM ASSESSMENT SUMMARY

### *MS/SS Bilingual Authorization*

The Bilingual Authorization Program for the Preliminary Credential is assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data are collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the program at four transition points (TP):



Bilingual Authorization candidates take all required courses for either the Multiple Subject or Single Subject Preliminary Credential. As such, Bilingual Authorization candidates are assessed on all requirements of their designated program as described in their respective Program Assessment Reports (Multiple or Single Subject). However, these candidates must successfully complete a set of additional requirements to be recommended for the Bilingual Authorization.

The chart below displays the additional assessments used to evaluate candidate competencies toward earning a Bilingual Authorization. A full description of each assessment follows the chart which includes hyperlinks to appropriate assessment documents for reference. Additional assessments are also required for program admission as a Bilingual Authorization Program candidate, per biennial report requirements; this chart includes only those assessments collected after program admission.

### Additional Bilingual Authorization Assessments

Assessment tool	Description	Data collected	Collection Timeline
<a href="#">Bilingual Authorization Course Grades (EDEL/EDSC 4446 and 541)</a>	Measures performance in/on standards aligned assignments, projects, and assessments in courses designed around KSAs	Percentage of candidates with a passing score of 80% or higher	Each Semester (TP 2, 3)
<a href="#">Bilingual Competency Evaluation (additional fieldwork hours)</a>	Evaluates the candidate's bilingual competencies in the field.	Verification of observed language competency (L1 and L2) in all six rubric categories	Each semester (TP 2, 3, or 4)
<a href="#">Fieldwork and Student Teaching Evaluation</a>	Measures candidate dispositions (fieldwork) and performance on all 13 Teaching Performance Expectations (student teaching) in a bilingual placement	Mean passing rates	Each Semester (TP 3, 4)

Assessment tool	Description	Data collected	Collection Timeline
<a href="#">Assessment of Spanish Language Proficiency</a>	Measures level of oral language proficiency in Spanish.	Percentage of candidates scoring at Advanced Low or Higher.	Each Semester (TP 4)

**Bilingual Authorization Assessment Descriptions and Documents**

Course Grades (TP 2, 3)

In addition to the courses taken for the Preliminary Credential, Bilingual Authorization candidates complete two additional courses ([EDEL/EDSC 446](#) and [541](#)). These courses are designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture and the Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization as evidenced by the alignment of program course objectives, activities and assessment with the standards.

Each course syllabus details how specific standards are addressed by course objectives and met in course assignments. Course Grades reflect candidate understanding, demonstration, and implementation of the standards and outcomes across both courses. Candidates must receive a grade of “B” or better to be recommended for the Bilingual Authorization.

Course instructors are responsible for scoring each assignment using clearly identified criteria. Grading criteria are provided to all candidates, and remediation requirements (if applicable) are clearly explained prior to assignment completion.

The program coordinator communicates with and shares resources with all course-alike instructors to ensure that assignment expectations are consistent across all course sections, and assessment and grading practices are aligned.

Grades are submitted electronically to the university database system by course instructors. Each year the College Data Analyst collects, charts, and reports grade data back to programs for analysis. Grade data (pass rates) are collected each semester, disaggregated and reported by pathway.

Bilingual Competency Evaluation (TP 2, 3, 4)

Candidates are expected to develop knowledge of intercultural communication and interaction that is linguistically and culturally responsive. Performance-based assessment also occurs during student teaching in bilingual settings for MSCP candidates and for all candidates during the field experience required in the EDEL/EDSC 446 methodology course. In the field, candidates must demonstrate their ability to comprehend and speak appropriately in Spanish with students, parents and colleagues. Verification of the candidate’s satisfactory performance in bilingual field competency is required by a qualified bilingual teacher (see [Evaluation of Field Competency for Bilingual Authorization](#)).

Fieldwork and Student Teaching Evaluation (TP 3, 4)

If bilingual classrooms are available for student teaching placements, MSCP candidates also conduct fieldwork and student teaching in a bilingual program classroom with a certified bilingual master teacher. During this fieldwork and student teaching candidates are visited on a regular basis by university

supervisors. Observations are followed by conferences between the teacher candidate and supervisor during which specific feedback is provided and goals are set for making adjustments and improvements in the candidate's performance. In addition, the supervisor consults with the cooperating teacher during fieldwork and the master teacher during student teaching regarding the candidate's development. The [Classroom Observation Form](#) requires supervisors to indicate areas for improvement. This ongoing feedback provides formative assessment information that helps candidates to set goals and improve their performance. At the conclusion of each fieldwork and student teaching assignment candidates receive a final [Fieldwork](#) and [Student Teaching evaluation](#). Candidates are fully apprised of and have possession of all evaluation forms prior to fieldwork and student teaching. Faculty, supervisors and master teachers who work with candidates in the bilingual program are certified in bilingual instruction.

Candidate performance is rated on a 4-point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished) and specific pass rates have been determined for initial and final student teaching performance. Candidates must demonstrate at least basic (2.0) proficiency toward meeting TPE standards on initial student teaching evaluations, and advance to demonstrate skilled competency at a minimum level of 2.85 by the end of their final placement. Remediation is mandatory for any TPE marked as "Unacceptable" on first placement evaluation. Any TPE marked as "Unacceptable" in final placement results in a "No Credit" for student teaching.

The average ratings on each TPE as assigned by the Master Teachers and Supervisors are collected, reported to the program for analysis. Scores that are similar affirm the reliability of the ratings; significant discrepancies between Master Teacher and Supervisor ratings are flagged for subsequent review. Validity is thus assured through inter-rater reliability.

#### Assessment of Language Proficiency (TP 4)

The activities and assignments in the EDEL/EDSC 446 course require candidates to demonstrate competencies described by the American Council on the Teaching of Foreign Languages (ACTFL). These competencies include ability to engage in informal as well as formal conversations, to narrate using past, present and future time frames, to interpret an academic text beyond literal comprehension, offer a personal interpretation of the text, and write summaries, descriptions, and narratives about familiar topics. To ensure that a candidate who is recommended for the bilingual authorization meets the required language proficiency and to document language abilities as meeting the standard of Advanced Low, the EDEL/EDSC 446 instructor uses a rubric that is based upon the language level descriptions developed by the ACFTL to evaluate each candidate's cumulative performance in the course (see [Assessment of Spanish Language Proficiency Form](#)). As part of the EDEL/EDSC 446 bilingual methods course candidates conduct 20 hours of fieldwork and are again evaluated on bilingual competencies by a teacher with bilingual expertise. Once again the standard for meeting required expectations is Advanced Low or better. Prior to this evaluation, they receive feedback about their performance from the bilingual teacher who completes the final evaluation.

## **Appendices**

## **Syllabi**

CALIFORNIA STATE UNIVERSITY FULLERTON  
 COLLEGE OF EDUCATION  
 DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION  
**EDEL/EDSC 446: Methods and Inquiry for Bilingual Teachers**  
**Summer 2013**

Instructor: <b>Dr. Lisa Winstead</b> Office: <b>EC-344</b> Hours: <b>M W 5:25pm-5:55pm &amp; 9pm-10pm</b>	Days/Time: <b>M, W, F 6-8:50 pm in EC-127</b> Phone: <b>657-278-8437</b> E-Mail: <a href="mailto:lwinstead@fullerton.edu">lwinstead@fullerton.edu</a> (generally contact quicker via email)
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\*The instructor reserves the right to make changes due to extenuating circumstances and class needs ☺

**Education Unit Conceptual Framework**



**a transformational journey toward educational advancement and achievement**

**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

**Based on our core values, our mission is as follows:**

**Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

*Outcome 1: Knowledgeable and Competent Specialists*

- a. demonstrate strong foundation in subject matter or field of study
- b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c. demonstrate ability to use technology as a resource

*Outcome 2: Reflective and Responsive Practitioners*

- a. promote diversity
- b. make informed decisions
- c. engage in collaborative endeavors
- d. think critically

*Outcome 3: Committed and Caring Professionals*

- a. become change agents
- b. maintain professional and ethical standards
- c. become life-long learners

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as

<p>one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, <a href="http://www.fullerton.edu/senate/">http://www.fullerton.edu/senate/</a>.</p>
<p><b>Two week plan for distance instruction should on-campus instruction be interrupted:</b> In case of instruction interruption, please check the course Titanium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.</p>
<p><b>Multiple Subject Credential Program Course Attendance Policy</b>                  To meet the California state credential standards, students are required to attend all class sessions for the entire time without exception. Any absences or tardiness may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, students are responsible for obtaining missed information including notes, handouts, etc., from a fellow student. <b>Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence.</b> The student’s work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.</p>

**COURSE DESCRIPTION FROM THE UNIVERSITY CATALOG:**

**Prerequisite:** Admission to multiple or single subject bilingual credential program. This course prepares bilingual teacher candidates for teaching Spanish-speaking students. Includes an examination of program models for bilingual instruction, methods for teaching reading and content areas in bilingual settings, materials and assessment. Conducted in both Spanish and English; 20 hours of fieldwork in schools is required.

**COURSE OBJECTIVES**

This course will be conducted in both Spanish and English and students will be required to prepare some assignments and presentations in Spanish. **Attendance at all class meetings is required. This course can be included in the study plan for the degree of Master of Science in Education.** It is aligned with the California Commission for Teacher Credentialing Standards for Bilingual Programs as well as the Five Core Propositions established by the National Board for the Professional Teaching Standards:

- 1. Teachers are Committed to Students and Learning**
- 2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students**
- 3. Teachers are Responsible for Managing and Monitoring Student Learning**
- 4. Teachers Think Systematically about Their Practice and Learn from Experience**
- 5. Teachers are Members of Learning Communities**

<b>Program Outcomes</b>	<b>Core Propositions/ Biling Prog Standards</b>	<b>Course Objectives</b>  <b>Students will:</b>	<b>Activity or Assignment</b>
1a, 1b, 2a, 2b	CP 2 BPS 3	Demonstrate understanding of historical, theoretical, legal and research basis for bilingual education.	Reading Discussion Guide Rolstad, K. Mahoney, K. and Glass, G.V. (2005) Rodriguez-Valls (2009) Final Exam
1a, 1b, 2a, 2b, 3a	CP 2, 4 BPS 3	Apply knowledge of research to an analysis of benefits and limitations of various	Reading Discussion Guide Final Exam

CSUF Bilingual Authorization Program Assessment 2013

<b>Program Outcomes</b>	<b>Core Propositions/ Biling Prog Standards</b>	<b>Course Objectives</b>  <b>Students will:</b>	<b>Activity or Assignment</b>
		bilingual program models for student learning.	
2b, 3a, 3c, 3d	CP 1, 4 BPS 3	Analyze the effects of various federal, state and local policies on the design of bilingual programs and educational achievement	Reading Discussion Guide Final Exam Rolstad, K. Mahoney, K. and Glass, G.V. (2005) Rodriguez-Valls (2009)
1a, 1b, 2a, 2b, 3a	CP 1, 2 BPS 3, 4	Demonstrate knowledge of language variation and transferability of language skills to facilitate language and literacy development.	Biliteracy Timeline Reader Response Journal Reading Discussion Guide Biliteracy Mini Case Study Literature Circle Reflection Final Exam Rodriguez-Valls (2009)
1a, 1b, 2a, 2b, 3a, 3c	CP 1, 2, 4 BPS 4	Demonstrate understanding of how students' life experiences and language development can be used to foster learning in bilingual settings.	Biliteracy Timeline Reader Response Journal Reading Discussion Guide Biliteracy Mini Case Study Literature Circle Reflection Lesson Plans/Presentations Final Exam Ebe (2010) Rodríguez-Valls, F. (2009)
1a, 1b, 2a, 2b, 3a	CP 1, 2, 4 BPS 4	Apply knowledge of inter-relatedness of language domains, language structure, forms and functions to deliver effective instruction in bilingual settings.	Biliteracy Timeline Reading Discussion Guide Biliteracy Mini Case Study Book Talk Literature Circle Reflection Lesson Plans/Presentations Final Exam
1a, 1b, 2a, 2b, 3a	CP 1-4 BPS 4	Apply a variety of appropriate instructional and assessment strategies to develop and deliver standards-based literacy and content area instruction in Spanish.	Reading Discussion Guide Biliteracy Mini Case Study Book Talk Lesson Plans/Presentations Final Exam
1c	CP 1-5 BPS 4	Evaluate and incorporate technology to develop Spanish literacy skills.	Reading Discussion Guide Book Talk Lesson Plans/Presentations Final Exam
1a, 1b, 2a, 2b, 3a	CP 1-4 BPS 4	Evaluate, select and adapt quality instructional materials for bilingual settings as appropriate to students' needs and language proficiency levels.	Reading Discussion Guide Reader Response Journal Biliteracy Mini Case Study Book Talk Literature Circle Reflection Lesson Plans/Presentations Final Exam Flores and Arrasmith (2011)
1a, 1b, 2a, 2b, 2d, 3a,3b, 3c	CP 1-5 BPS 4	Reflect critically on the choices teachers make and implement effective practice to foster development of biliteracy through content instruction.	Biliteracy Timeline Reader Response Journal Reading Discussion Guide Biliteracy Mini Case Study Book Talk Literature Circle Reflection Lesson Plans/Presentations Final Exam
1a, 2a,3a	CP 1-5	Demonstrate understanding of how to	Biliteracy Timeline

	BPS 3, 4	develop culturally and linguistically responsive learning environments	Reading Discussion Guide Reader Response Journal Biliteracy Mini Case Study Book Talk Literature Circle Reflection Lesson Plans/Presentations Final Exam Ebe (2010) Rodríguez-Valls, F. (2009)
1a, 2a,3a	CP 1, 5 BPS 3	Demonstrate understanding of how to promote positive home-school partnerships and authentic parental participation	Biliteracy Timeline Reading Discussion Guide Reader Response Journal Biliteracy Mini Case Study Literature Circle Reflection Lesson Plans/Presentations Final Exam Rodríguez-Valls, F. (2011) Jasis, P. & Jasis, R. (2005)
1a, 2a,3a	CP 5 BPS 6	Demonstrate a proficiency level in Spanish oral and written language that is equivalent to a passing score on the CSET: LOTE Spanish examination.	Reader Response Journal Biliteracy Mini Case Study Book Talk Lesson Plans/Presentations Final Exam

### GRADING/EVALUATION

Your professor assumes that post-baccalaureate and graduate students expect to receive an A or B. In order to be recommended for the Bilingual Authorization all grades received must be at the level of a B or better. Credit will be granted for work evaluated on a scale 100% to 0%. All assignments are worth a maximum of 100%.

**100%-90% indicates excellent or A work.**

**89%-80% indicates good or B work.**

**79%-70% indicates C or average work and is often unacceptable to a post-baccalaureate or graduate student.**

**69%-60% indicates below average or D work.**

**60% indicates a failing grade.**

**In order to be recommended for the Bilingual Authorization you must:**

- 1) Pass this course with at least a B**
- 2) Demonstrate a proficiency level in oral and written Spanish that is equivalent to the CSET: LOTE SPANISH examination by demonstrating proficiency in oral and written Spanish at the Advanced Low Level on the rubric “Assessment of Spanish Language Proficiency of Bilingual Teacher Candidates” for assignments completed in Spanish.**
- 3) Successfully complete “Evaluation of Field Competency for Bilingual Authorization.**

### REQUIRED TEXTS AND RESOURCES

- Flynt, E.S., Cooper, R.B. Jr. (1999). English-Espanol reading inventory for the classroom. Columbus: Prentice Hall. **Check out from EDEL office, 3<sup>rd</sup> Floor before 4:30 pm.**
- Jimenez, Francisco. (2000). Cajas de carton: Relatos de la vida peregrina de un niño campesino. Boston: Houghton-Mifflin. **Buy at CSUF bookstore approximately \$12.**
- Lavandez, M. & Reyes, S. (2001). *Estándares de lecto-escritura en español*. San Diego: San Diego County Office of Education. **Available on Titanium.**

- Lessow-Hurley, J. (2005). *The foundations of dual language instruction, 5<sup>th</sup>/6<sup>th</sup> edition*. Boston: Allyn and Bacon.
- Ruiz, M. (1997). *The four agreements: A Toltec wisdom book*. San Rafael, CA: Amber-Allen. **Buy at CSUF bookstore, approximately \$12.**
- Santa Ana, O. (2004). *Tongue-Tied: The lives of multilingual children in public education*. Oxford: Rowman and Littlefield Publishers, Inc. **Buy or rent at CSUF bookstore, approximately \$33.**
- Torres-Guzmán, M. & Pérez, B. (2002). *Learning in two worlds: An integrated Spanish English Bilingual approach*. Boston MA: Allyn and Bacon. **Check out from EDEL office, 3<sup>rd</sup> Floor before 4:30 pm.**
- California State Department of Education (2007). *Reading and language arts framework for California public schools, kindergarten through grade twelve*. Sacramento, CA: California State Department of Education. (Can be ordered from CDE or borrowed from local elementary/middle school or download at: <http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf>)
- La opinión:* **(Google the journal. You will be told which articles to access weekly.)**
- García-Pelayo, R. (1995). *Larousse, diccionario manual ilustrado*. (México, D.F.: México, u otro diccionario completamente escrito en Español (copia dura o del Internet). **Available in the CSUF bookstore.**
- La Rousse. (1999). *Larousse Mini dictionary, Spanish-English, mini diccionario Español, Inglés*. Paris: France or any Spanish English dictionary in hard copy or from the internet. **Available in the CSUF bookstore.**

**EDEL/EDSC 446 Titanium: documents, articles, article links, discussion boards and so on where applicable.**

#### **COURSE READINGS (articles available on Titanium)**

- In lieu of the following text: Condemarin, M., Chadwick, M., & Machado, A. (1990) Ensenanza de La Escritura: Bases teoricas y practica. The following peer-reviewed articles will be employed by these authors: Aisenberg & Ereren (2008); Arriagada (2005); Ebe (2010); Flores & Arrasmith (2001); Rodríguez-Valls (2009; 2011).*
- Aisenberg, B. & Ereren, D. (2008). Escribir para aprender historia. *Lectura y Vida*.
- Arriagada, P. (2005). Family context and Spanish-language use: A study of Latino children in the United States, *Social Science Quarterly*, 86(3), 559-619.
- Ebe, A. E. (2010) Culturally relevant texts and reading assessment for English language Learners. *Reading Horizons*, 50(3), 193-211.
- Flores, W.A. & Arrasmith, D.G. (2001). The traits of effective Spanish writing = Las características de la buena escritura en español. Office of Educational Research and Improvement (ED), Washington, DC.
- Jasis, P. & Jasis, R. (2005) Convivencia to empowerment: Latino parent organizing at La Familia. *High School Journal*, 32-42.
- Rodríguez-Valls, F. (2011): Coexisting languages: Reading bilingual books with biliterate eyes, *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 34(1), 19-37.
- Rodríguez-Valls, F. (2009). Culturally relevant poetry: Creating esperanza with stanzas. *Multicultural Education*, 12-14.
- Rodríguez-Valls, F. (2009). Comparando simetrías lingüísticas: Estudiantes y docentes analizan el español y el inglés en el aula, *Archivos Archivos Analíticos de Políticas Educativas*, 17(19), 1-14.
- Rodríguez-Valls, F. (2008). Circulos literarios, cooperativas de lectura: Leer para transformar. *Lectura y Vida* 2, 56-63.
- Rolstad, K. Mahoney, K. and Glass, G.V. (2005). The big picture: A meta-analysis of program effectiveness research on English learners. *Educational Policy*, 19(4), 572-594
- While we will not read Ana Celia Zentella's book, we will examine a review about contributions she has made in her research about bilingualism:*
- [Review] Zentella, A.C. (1997). *Growing up bilingual: Puerto Rican children in New York*. Oxford: Blackwell Publishers, 323 +viii.

#### **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

**For a Grade of C do all of the following:**

1. Maintain a respectful, enthusiastic, positive, flexible, and professional attitude as well as a sense of humor! Give positive support to the other students and your instructor. We are a community!
2. See me if you have questions. You are welcome to see me during office hours, by appointment after class, so contact me by email or phone. When possible I respond to emails within 2-3 days (this is generally related to the weekend).
3. Remain current on all reading which includes Titanium documents, individual as well as group assignments.
4. As a valuable, respectful and engaged class member you come prepared to participate in class. So, please keep all electronic devices off (e.g., **laptops down except for internet or class-related note-taking**).
5. **Attend ALL CLASS MEETINGS, ARRIVE ON TIME, AND REMAIN FOR THE ENTIRE CLASS SESSION. This is critically important as most class sessions are of a participatory nature. Department policy requires attendance at all scheduled class/Titanium sessions. Absence, leaving early or habitual tardiness will affect your grade. If extenuating circumstances arise, please call or email the instructor in advance and check with the instructor for a make-up immediately. You will be expected to make up any work missed.** Please refer to Multiple Subject Credential Program Course Attendance Policy.
6. **Be respectful, responsible and accountable to a COOPERATIVE GROUP of classmates for in class activities as well as for outside class planning/working meetings.**
7. All class assignments must be typed and double-spaced with a 12 point font. In-class assignments will be neat and readable. Assignments will be turned in on Titanium and at other times in class when doing in-class participatory activities.
8. You are expected to log on to Titanium for course-related materials and to submit selected assignments. You are expected to read ALL Titanium documents. Please check Titanium prior to each session for announcements, updates, and revisions. You are responsible for making sure that you check your CSUF email account and on the 446 Titanium site. You can check with the Help Desk or Extended Education if you are not enrolled on Titanium (657-278-7777).
9. **Maintain a current cell phone with your instructor.**
10. **Please turn in all individual assignments on the dates in the syllabus or as announced.** Please include the following information on all assignments: **First and last name, EDEL 446, Date, Type of Assignment, e.g. /Assessment #2.** Do not email assignments to me, as it is difficult for me to keep track of them. Thus, while some assignments will be graded on Titanium, others will be turned in daily in hard copy form such as your Reading Discussion Guide.  
All individual assignments must be maintained in a soft folder with brads in chronological order by the student after it has been graded. This will serve as your portfolio/folder for this class and will be turned in at the **last class session with all final graded work. Please do not include first drafts or drafts that were subsequently revised.** It is your responsibility to maintain work after it has been graded. Hard binders and folders without brads will not be accepted.
11. *Practique la lengua Española durante actividades de clase y en las tareas tanto como sea posible.*
12. Please **bring** the following to **each** class session:

- *Learning in two worlds: An integrated Spanish English Bilingual approach*
- *The foundations of dual language instruction, 5<sup>th</sup>, 6<sup>th</sup> edition*
- *Tongue-Tied: The lives of multilingual children in public education*
- *La opinión:* Access this publication during class as announced.
- **Cajas de carton. Francisco Jimenez**
- **The four agreements: Don Miguel Ruiz**
- *Larousse, diccionario manual ilustrado u otro diccionario escrito completamente en Español* or Internet access to a Spanish-only dictionary
- **Larousse Mini dictionary, Spanish-English, mini diccionario Español, Inglés.** Paris: France or any Spanish English Dictionary or internet access to a Spanish-English dictionary.
- **Titanium documents (or electronic access to the documents, e.g., articles), handouts, any related email attachments and so on.**

**PLANNED ASSIGNMENTS (200 points total)**

(See Summary of Assignments: Expectations and Responsibilities at the end of the syllabus.)

Ancillary activities/participation (can include online discussions and blogs, as well as in-class literature circles [Francisco Jimenez] and readings [Don Miguel Ruiz], <i>La Opinion</i> analysis)	20
Reading Discussion Guide	20
Personal Bilingual Timeline (Your history and development as a second language learner)	30
Café Literario (Review Spanish book selections) and (write in) Reader Response Journal	17
Book Talk Presentation	20
Reflection and Inquiry: Santa Ana, <i>Tongue-Tied</i>	10
Bilingual Mini-Case Study	18
Standards-Based Content Area lesson Plan in Spanish	10
Standards-Based Spanish Language Arts Lesson (See Estándares de Lecto-Escritura on Titanium)	10
Museum Lesson	20
Final Exam	20

**DESCRIPTIONS OF ASSIGNMENTS AND EXPECTATIONS**

- Ancillary activities/Participation:** (can include online discussions and blogs, as well as in-class literature circles [Francisco Jimenez] and readings [Don Miguel Ruiz], *La Opinion* article analysis). You can access the *La Opinion* newspaper on days designated on the syllabus/announced for in class reading/activities @ <http://www.laopinion.com> [TPE 1A, 4, 5, 6, 7, 8 as it relates to Spanish language arts]. These will be announced throughout the course.
- Reading Discussion Guide.**  
 Weekly Reading: Read textbooks and other related assignments according to the calendar. You **MUST** do the readings for each session. So, this is due every class before class begins.  
Reading Discussion Guide: Each student is to use the Reading Discussion Guide to do the textbook/article readings before class, facilitate development of course assignments, prepare for discussions and study for the final exam. (Located at the end of the syllabus.) The Discussion Guide will: (1) identify what the learner knows/wants to know, (2) identify main points/research, (3) offer a criticism of the chapter thesis, (4) offer questions for group and class discussions, (5) make connections between course readings teaching/students. **Due: A printed completed copy of the Reading Discussion Guide (1-2 pages maximum) at each class session. See this document in Appendix. Cut and paste and use for your discussion guide.**  
Discussion Leader: Each student will assume the role of discussion leader for 3-4 specific meetings. The particular date for assuming the role of discussion leader will be selected at each session. You will facilitate a small group discussion of the material included in the Guide on your assigned date. You should come prepared to facilitate discussion in a small group. You will submit a printed completed copy of the Reading Discussion Guide (1-2 pages maximum) on the assigned date at the end of class. All other students will use the Reading Discussion Guide to read the textbook readings before class, facilitate development of all course assignments, prepare for discussions and study for the final exam.
- Personal Bilingual Timeline:** Think about yourself as a bilingual/bi-literate listener, speaker, reader and writer throughout your life. Develop a bilingual timeline related to your personal/professional experiences as a bilingual/bi-literate listener, speaker, reader and writer.  
 Begin with your earliest memories learning to listen speak, read and write in your primary/first language and then your 2<sup>nd</sup> language. You may include important activities with your family, siblings,

significant adults, teachers, preschool, elementary school, middle school, high school, college and so on.

How did these experiences and people affect your development in listening, speaking, reading and writing in positive and or negative ways? You should include how and when you learned to speak, read and write in your primary and 2<sup>nd</sup> language.

You can include information about what you spoke, read, how you read, what you liked to read/did not like to read, what you wrote/did not write, what you liked to write/what you did not like to write. What motivated or inhibited you? **What was your home language? In what language did you first learn to speak, read, and write?**

What role did learning Spanish and English play in your literacy development? What helped/hindered you in becoming bilingual/bi-literate? How did your teachers, peers, significant adults, community and family affect your progress and/or attitudes? How do you think these personal experiences influence you as a teacher of Spanish speaking students and a teacher who teaches in Spanish as well as English? Your TIMELINE should be a **maximum of 3 pages**. Please share a draft with classmates in a read around.

4. **Café Literario and Reader Response Journal.** Maintain a reader response journal where **you respond to Spanish children's/young adult literature in Spanish**. Bring a selected Spanish children's book to each class session (some of which you might be able to get at your placement or from the CSU Fullerton library or another source).

- 1) List the complete citation of the book using APA style.
- 2) Respond to the literature **in Spanish** 1-2 paragraphs, writing legibly during class time and share in a read around your response with classmates in a small group of 2-3. Respond to the following:
- 3) Provide an analysis of how this book could be appropriately used for instructional purposes in the classroom. For instance, analysis of materials, using criteria such as appropriateness of themes, activities, quality of translation and language level, as well as cultural accuracy.
- 4) Also, provide your reaction or reflection as well.

*Mi reacción personal a la selección...*

- *¿Cual relación existe entre esta selección y a mi desarrollo personal/profesional de ser bilingüe?*
- *¿Cual relación existe entre esta selección y mi familia o a mi vida personal/profesional?*
- *¿Otra idea tuya?*
- *Pregunta sobre esta selección para mis condiscípulos....*

**Be sure to bring a beverage/snack to enjoy Plazo: En el sílabo/cada sesión en campus** [TPE 1A, 4, 5, 6, 7, 8 as it relates to Spanish language arts]

5. **Book Talk Presentation (15-minute MAX):** With 1-2 partners select (1) book in Spanish that you or your classmate read for your Reader Response Journal or from any other book in print (check Books in Print or some other source to see if it is available for purchase). Discuss the book using the format provided by your instructor in class during **Café Literario** with a small group of your classmates.

After reading the book, prepare a 15-minute book talk to be presented **on days specified in the syllabus**. Please avoid duplication by posting your book selection on Titanium-Discussion Board with your classmates your selection and then do the following:

- 1) Provide a short overview of your book in a maximum 15-minute class presentation in Spanish using a chart, poster, graphic organizer, Power Point, images, multimedia, etc.
- 2) Demonstrate how this book might be used in the Spanish reading/language arts or content area program. Write an analysis of materials, using criteria such as appropriateness of themes, activities, quality of translation and language level, as well as cultural accuracy
- 3) Read aloud to the class the book (read part of a chapter if it is a chapter book).
- 4) Share an Internet site that could be used to support use of this book

5) Use some visual--- charts, posters, Power Point AND some interactive activity where you involve classmates in your presentation. Some suggested sources for book selection include: 1) Caldecott Award Winners, Newberry Award Winners, California State Department of Education (2001). *Recommended literature Kindergarten through grade twelve*. Sacramento, CA: California State Department of Education, *Literacy for the 21st century*, 2) Spanish language book vendor, 3) internet book vendor, 4) cooperating teacher. If the book was originally written in English, be sure that the Spanish translation is authentic sounding, culturally responsive and error free. [TPE 1A, 4, 5, 6, 7, 8 as it relates to Spanish language arts]

6. **Tongue-Tied Reflection and Inquiry.** In a small group of 3-4 classmates select (1) essay, poem or article from *Tongue-tied*, p 11-83, 164-193 or 251-288 on days specified in the syllabus. Read and respond to the selection in a maximum **double spaced typed** (1-3 paragraphs) **narrative**. This reflection is completed outside of class and shared in a small group read-around in class. *This should be a written essay and not an abbreviated bullet response.* Please respond to the following prompts for each selection and use to guide your reading and written reflection:
1. What is my personal reaction to the selection? How does this relate to me, my family and my/our development of Biliteracy?
  2. How does the selection relate to teaching/interacting with Spanish speaking U.S. Mexican/Latino students/families and teaching in Spanish?
  3. How do policies, institutional inequities, educational practices, culture, language, and history impact on curriculum, teaching, of Spanish speaking U.S. Mexican/Latino students/ families as well as teachers yesterday and today? **Please connect to the selection.**
  4. With respect to the selection, how can I advocate for/teach U.S. Mexican/Latino students/ families?
  5. List (1) question I have for my classmates/instructor to generate discussion, connect or clarify with respect to the selection.
7. **Biliteracy Mini-Case Study:** With a partner or on your own observe a student in a class where **Spanish** reading/content area reading is conducted. Conduct the “Entrevista de interes y actitud” from the *Español reading inventory*. In approximately (3) paragraphs maximum describe the student including 1) grade, 2) general academic performance, 3)family background including language usage, 4) type of Spanish language arts/content program in which the student participates, 5)language usage in Spanish and English using the SOLOM as a guide. Administer the informal reading inventory, *Español reading inventory* to the same student. After using the above observations, tools and assessment, analyze the data and develop a plan for instruction in Spanish language arts and content area instruction in Spanish that will help develop biliteracy. Your plan should include an analysis of the student’s oral Spanish as well as English. Your Biliteracy Mini Case Study should be a maximum (3) pages typed in 10-12 font including your (3) paragraph background description. This may be written in English or Spanish or English and Spanish. Please be sure to designate the independent, instructional and frustration levels of reading. Lastly, what must accompany this mini case study is **write a one-page letter** in Spanish to the parent describing what you found out. [TPE 1A, 2, 3, 4, 5, 6, 7, 8 as it relates to Spanish language arts]
8. **Standards-Based Content Area lesson Plan in Spanish:** Design one standard based content area lesson in Spanish for your grade level. Follow these steps:
- Select a content Standard from any California State Framework or California Content Area Standards (Available on the California State Department of Education website <http://www.cde.ca.gov/be/st/>) and design a lesson. This **cannot** be a Spanish language arts lesson, English language arts or ELD lesson.

- Develop the lesson using the using components provided by your EDEL 446 instructor. Your lesson should be culturally responsive and written completely in Spanish. The lesson plan format is on Titanium.
  - Share your lesson in a read around and post on Titanium.  
[TPE 1A, 2, 3, 4, 5, 6, 7 as it relates to Spanish language arts]
9. **Standards-Based Spanish Language Arts Lesson.** With (1) partner prepare and design one standard based Spanish language arts for your designated grade level. Follow these steps:
- Select a standard from *Estándares de lecto-escritura en español* (Available on Titanium) and design a lesson.
  - Develop the lesson using the components provided by your EDEL 446 instructor. Your lesson should be culturally responsive and written completely in Spanish. The lesson plan format is on Titanium.
  - Share your lesson in a read around and post on Titanium.  
[TPE 1A, 2, 3, 4, 5, 6, 7 as it relates to Spanish language arts]
10. **Museum Lesson:** Visit the new museum, **La Plaza de Cultura y Artes** and design a culturally responsive **Spanish language arts lesson, or a culturally responsive content area lesson in Spanish.** This lesson is to be written in Spanish by you as an individual student and should utilize a topic or problem addressed in the museum. Please develop your own original lesson and cite any sources used. **Museum info:** <http://lapca.org/> 501 North Main Street, Los Angeles, CA 90012, 213.542.6200/888.488.8083 **Hours:**Noon-7pm, W through M, Closed T, Thanksgiving, Christmas, & New Year's Day.
11. **Final Exam.** Near the end of the course you will be given a take home final exam of the major concepts addressed in the above readings, discussions, class activities, assignments and so on. The exam will have questions in English and Spanish. **Due:** Designated final date

## READING GUIDES

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Discussion Guide: Chapter # \_\_\_\_\_ Title \_\_\_\_\_

1. Think about what you know already about this topic and what do you want to know.
2. What important new ideas did you learn from this chapter/article? List 3-5 ideas in your own words.
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  - 
  - 
  -
- 3.. What research is cited to support the key ideas? List two scholars name and year (Gonzalez, 1995)?
  - 
  -
4. What evidence, examples or connections to the key ideas in this reading are you seeing in your classroom/school/fieldwork/the community/media? What are you seeing if it differs from the ideas/examples/connections in the chapter/article and why is it different?
  - 
  - 
  -
5. What is your criticism of how this chapter/article was written or the ideas in this chapter/article?
6. One question about this topic for my classmates/instructor?
  -
7. Please respond to the following using *Foundations of dual language instruction, Learning in two worlds, Tongue tied--(Introduction, Mother tongue, silencing children & rage/resistance), Articles where applicable:*

  - a. What conclusions/connections can you make about the use of Spanish at school and among Spanish speaking people in the United States? Explain. Or...What factors impede the use of Spanish in American schools and in American society? Provide 2-3 examples and explain
  - b. What new idea/strategy did you learn about the Spanish language and about teaching Spanish language arts or content area in Spanish? List and explain (1).
  - c. How can you promote/maximize the use of Spanish and the knowledge that U.S. Mexican/Latino families possess in a dual immersion, bilingual class or in a program utilizing primary language support? Provide (1) e.g.
  - d. What major events, developments, institutions, attitudes or policies in the U.S. and Latin America have contributed to the maintenance/loss of culture and language as well as acculturation/assimilation by U.S. Mexican/Latinos since the 1500's? Provide (1) example and explain

- e. How do major events, developments, institutions, attitudes and policies in the U.S. serve to maintain high/low levels of formal education/schooling for U.S. Mexicans/Latinos and limited economic mobility. Provide (1) example and explain.
- f. How do the inequities in American society and institutions serve to challenge U.S. Mexican/Latino students and families? Provide (1) example and explain.

**Rubric for Written Assignments\***

**100+/A+** The paper exceeded the requirements of the assignment in a very distinguished manner. **10**

**90-95/A (9-9.5)**

- The paper is clearly superior.
- The writer wrote to the description of the written assignment as explained in the syllabus and specific prompt.
- The writer synthesized in a clear organized manner the main points of the piece. Includes all of the required elements and meets the standards as defined in the assignment
- Analyzed, organized and synthesized ideas very effectively and provided a very good introduction, some closure, and an orderly progression from one idea to another.
- Used very effectively the conventions of written English/Spanish—spelling, usage, sentence structure and punctuation.
- Used examples with supporting details and references.
- Provided some creative analysis and synthesis.
- Used professional language effectively
- The writer analyzed the data where appropriate
- Used appropriate APA

**89-80/B (8)**

The paper is very good. The writer analyzed, synthesized and summarized in a less clear or organized manner the main points of the assignment. Includes all of the required elements and meets the standards as defined in the assignment. The paper is cogent but less well handled In terms of analysis, synthesis, organization, insight, depth, examples, and language.

**79-70/C (7)**

The paper is fair. Includes some of the required elements and or did not meet some of the standards as defined in the assignment. The depth of the response was more limited.

**69-60/D (6)**

The paper showed weakness in the analysis, organization, insight, depth, synthesis, examples and language. Did not include the required elements and or did not meet standards as defined in the instructions for the assignment. **6**

**\*For assignments written in Spanish the “Rubric for Assessment of Spanish Language Proficiency of Bilingual Teacher Candidates” will also be used.**

**California State University Fullerton  
Rubric for Assessment of Spanish Language Proficiency of  
Bilingual Teacher Candidates**

The following rubric is based on the proficiency levels defined by the American Council on the Teaching of Foreign Languages. The California Commission on Teacher Credentialing requires that candidates for the Bilingual Authorization meet at a minimum the standard of Advanced Low in all language categories.

<b>Elements</b>	<b>Approaches Standard</b> Intermediate High Level	<b>Meets Standard</b> Advanced Low Level	<b>Exceeds Standard</b> Advanced Plus Level
Listening	Able to understand stretches of dialogue on various topics pertaining to different times and	Able to understand main ideas and most details of longer stretches of dialogue on a variety of topics.	Able to understand main ideas of most speech in standard dialect, however it may be difficult to sustain

	places. Understanding may be inconsistent due to difficulty grasping main ideas and/or details.	Comprehension may be uneven due to topic familiarity or other factors.	during lengthy or especially complex communication. Beginning to become aware of culturally implied meanings beyond the surface meanings of dialogue.
Speaking	Can successfully handle most simple conversations involving social situations as well as general conversation on a range of topics. Errors are evident and limited vocabulary may result in hesitation. Generally understood by native speakers, although gaps in communication may occur.	Able to successfully handle conversations required in everyday and school situations. Complicated tasks (elaborating, etc.) may still be difficult. Can describe with some details, linking sentences smoothly. Communicates casually about topics of current, public and personal interest.	Able to successfully handle a broad variety of everyday and school conversations as well as discuss other topics related to interest. Beginning to be able to support opinions, explain in detail, and hypothesize. Has well-developed ability to compensate for weaknesses by paraphrasing.
Reading	Able to read consistently with full understanding simple texts dealing with basic personal and social needs. Basic grammatical relationships may be misinterpreted. Comprehension is less consistent than at Advanced level; may have to read several times for understanding.	Able to read longer prose with familiar sentence patterns. Gets the main ideas and facts, but may miss some detail. Comprehension comes from subject matter knowledge as well as increasing control of language. Texts include descriptions and narrations such as simple short stories, curriculum guides, journal articles and simple technical material.	Able to understand parts of text which are conceptually abstract and have complex language, and/or text with unfamiliar topics, situations or cultural references. Awareness of aesthetic properties of languages is emerging permitting comprehension of a wider variety of texts.
Writing	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 summaries. Can express time, tense or aspect rather consistently, but not always accurately. Ability to describe and narrate in paragraphs is emerging.	Able to join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple letters, cohesive summaries, descriptions, and notes with details. May still make errors in punctuation or spelling. Makes frequent errors in producing complex sentences. Writing may resemble literal translation from the native language.	Able to write about a variety of topics with a significant precision and detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Often shows remarkable fluency and ease of expression. Under time constraints and pressure writing may be inaccurate. Some misuse of vocabulary may still be evident.

**Rubric: Spanish Language Arts, Content Area Lessons in Spanish, Book Talk  
Presentations--EDEL 446**

	<b>100-90 10-9</b>	<b>89-80 8.9-8</b>	<b>79-70 7.9-7</b>	<b>69-60 6.9-6</b>	<b>Below 5.9/5.9</b>
<b>Content</b> Contributed to an understanding of the use of the Spanish language as well as to linguistically and culturally responsive pedagogy. Strategies presented were explained thoroughly and based on research based strategies/best practices. Followed assignment guidelines.					
<b>Coherence and Organization</b> Concepts and ideas were well organized and connected to course concepts. Presenters worked cooperatively before/ during presentation.					
<b>Creativity</b> Ideas and activities were presented creatively.					
<b>Materials</b> Used a variety of materials to develop the concepts & strategies presented. Materials were clear, simple and professional					
<b>Speaking Skills:</b> Poised, clear, enthusiastic, professional, confident and spoke in appropriate Spanish. See "Rubric for Assessment of Spanish Lang. Proficiency o Bilingual Teacher Candidates."					
<b>Presentation Length:</b> Maximum 20 min.					
<b>Total Points</b>					

**Realimentación (Comentario) Acerca de Presentaciones**

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Título o Tema: \_\_\_\_\_

Nombres de los Presentadores: \_\_\_\_\_

Me gustó...

Las tres ideas más importantes que aprendí fueron...

Por favor: Entrega esta forma a los presentadores

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**Realimentación en EDEL 446**

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

Título o Tema: \_\_\_\_\_

Nombres de los Presentadores: \_\_\_\_\_

Me gustó...

Las tres ideas más importantes que aprendí...

Por favor: Entrega esta forma a los presentadores

Common Core and the **New CA ELD Standards:** <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Corresponding Common Core State Standards for ELA: The right-hand column of the overview of the CA ELD Standards shows the correspondence of the CA ELD Standards to the Common Core Standards. The Common Core State Standards are identified by their strand, grade, and number (or number and letter where applicable), so that R1.4.3, for example stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Common Core State Standards strand designations are indicated in the CA ELD Standards as follows:

- RL: Reading Standards for literature (K-12)
- RI: Reading Standards for Informational Text (K-12)
- RF: Reading Standards for Foundational Literacy Skills (K-5)
- RH: Reading Standards for Literacy in History/ Social Studies (6-12)
- RST: Reading Standards for Literacy in Science and Technical Subjects (6-12)
- SL: Speaking and Listening Standards (K-12)
- L: Language Standards (K-12)
- W: Writing Standards (K-12)
- WHST: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**Tentative Schedule Summer 2013**  
**6-8:30 pm**

Session	Topic	Reading Before Class	Assignments Due
M 6/3	<p>Introduction</p> <p>Syllabus and Requirements</p> <p>Assessment Using An IRI in Spanish</p>	<p>Syllabus</p> <p>“Evaluation of Field Competency for Bilingual Authorization”</p> <p><b><u>SIGN UP FOR BOOK TALK:</u></b>                      F 6/7 M 6/24                      M 6/10 W 6/26 online                      W 6/12 F 6/28                      F 6/14 M 7/1 online                      M 6/17 F 7/5 online                      W 6/19                      F 6/21 online</p>	<p>Francisco Jimenez: <i>Cajas de Carton</i>: Círculos de literatura, Response Journal (In Class Assignment)</p> <p>Update EDEL 446 Professional Info</p> <p><b>Don Miguel Ruiz</b></p> <p>Identify student: Biliteracy Mini Case Study</p> <p>Interview classmate: Personal/Professional Biliteracy Development</p>
W 6/5	<p>Historical Issues and the Education of U.S. Mexican and Latino Students</p> <p>Theoretical Framework for Understanding the Historical, Social, Political and Cultural Factors Affecting U.S. Mexican and Latino Students</p> <p>History of Silencing Children and Rage and Resistance</p> <p>Use of Primary Language</p>	<p>Santa Ana, xi-xvii, 1-9</p> <p>Santa Ana, 124-133, 197-200</p> <p>Santa Ana, 85-107, 250-251</p>	<p>Bring (1-2) Spanish Children’s Books to consider for Spanish Language Arts Lesson</p> <p>La Gramática</p> <p>Francisco Jimenez: <i>Cajas de Carton</i>: Círculos de literatura, Response Journal (In Class Assignment)</p> <p>Reading Discuss Guide</p> <p>Don Miguel Ruiz</p>

	Instruction and Literature Circles		
F 6/7	Building on Strength: Language and Literacy in Latino Families and Communities	Rodríguez-Valls, Coexisting Languages: Reading Bilingual Book with Biliterate Eyes  Don Miguel Ruiz: The Four Agreements	Bring (1-2) Spanish Children's Book  La Gramática  Francisco Jimenez: <i>Cajas de Carton</i> : Circulos de literatura, Response Journal (In Class Assignment)  Reading Discuss Guide  <i>Tongue-Tied</i> (group choice)  <b>Book Talk</b>  Don Miguel Ruiz
M 6/10	Rationale for Native Language. Literacy Development  Dual Language Program Models	Pérez, Torres-Guzmán, Ch 7  Lessow-Hurley, Ch 5  Focus in our groups→ Rodríguez-Valls, <i>Comparando simetrías lingüísticas</i>	Bring (1-2) Spanish Children's Book  La Gramática  Rodriguez-Valls (2009) <b>Reading Discuss Guide</b> <b>Biliteracy Timeline 1<sup>st</sup> Draft</b>  <i>Tongue tied</i> Reflection (group choice)  <b>Book Talk</b>
W 6/12	Language and Literacy: The Spanish & English Language Systems  Dialects, Code-switching & Language Separation	Pérez, Torres-Guzmán, Ch 3  Lessow-Hurley, Ch 3 5 <sup>th</sup> / 3 6 <sup>th</sup> , Ch 6 5 <sup>th</sup> / 6 th	Bring (1-2) Spanish Children's Books  La Gramática  Francisco Jimenez: <i>Cajas de Carton</i> : Circulos de literatura, Response Journal (In Class Assignment)  Reading Discuss Guide  <b>Book Talk</b>  <b>Biliteracy Timeline Final Draft (Optional Turn In)</b>

<p>F 6/14</p>	<p>Bilingual Education: Historical, Philosophical &amp; Theoretical Foundations, State and Federal Legislation</p> <p>Standards-Based Instruction Frameworks in English and Spanish Overview</p> <p>Review of ELA Standards</p>	<p>Lessow-Hurley Ch 1 5<sup>th</sup>/2 6<sup>th</sup></p> <p>Lessow-Hurley Ch 10 5<sup>th</sup> /9 6<sup>th</sup></p> <p>Google: Proposition 227</p> <p><i>Estándares de lecto-escritura en Español-Titanium</i></p> <p><i>CDE, Reading and language arts framework for California public schools, k-12</i></p>	<p>Don Miguel Ruiz</p> <p>Reading Discuss Guide</p> <p><i>Tongue tied</i> Reflection</p> <p><b>Biliteracy Timeline Final Draft Due</b></p> <p><b>Book Talk</b></p>
<p>M 6-17</p>	<p>Society, Culture &amp; Literacy</p> <p>Language Development in Bilingual Homes</p> <p>Bilingual Program Models</p> <p>Education Policy &amp; Bilingual Students</p>	<p>Pérez, Torres-Guzmán, Ch 1, 2</p> <p>Lessow-Hurley, Ch 4 5<sup>th</sup>/ 4 6<sup>th</sup></p> <p>Lessow-Hurley Ch 2 5<sup>th</sup>/ 5 5<sup>th</sup></p> <p>Lessow-Hurley Ch 12 5<sup>th</sup>/ 1 6<sup>th</sup></p>	<p>La Gramática</p> <p>Francisco Jimenez: <i>Cajas de Carton: Circulos de literatura</i>, Response Journal (In Class Assignment)</p> <p>Reading Discuss Guide</p> <p><b>Biliteracy Mini Case Study 1<sup>st</sup> Draft/Read Around</b></p> <p><b>Book Talk</b></p>
<p>W 6-19</p>	<p>Developing Proficiency in Reading and Writing in Spanish/English</p>	<p>Pérez, Torres-Guzmán, Ch 4-6</p>	<p>Biliteracy Mini Case Study 1<sup>st</sup> Draft Share (On Titanium Discussion Board)</p> <p>Spanish Language Arts Lesson 1<sup>st</sup> Draft-Share <i>Tongue tied</i> Reflection</p> <p><b>Book Talk</b></p>
<p><b>F 6/21 Online Session</b></p>	<p>Language Acquisition Process</p> <p>Development of Bilingualism &amp; Biliteracy: A Review</p>	<p>Lessow-Hurley Ch 6 5<sup>th</sup>/ 6 6<sup>th</sup></p> <p><i>CDE, English language development standards</i></p>	<p>Reading Discuss Guide</p> <p>Biliteracy Mini Case Study Final Draft (Share on Titanium Discussion Board)</p> <p>Spanish Language Arts Lesson Final Draft (Share on Titanium Discussion Board)</p>

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M 6/24	<p>Using Content Area Spanish and Bilingual Books</p> <p>Using Spanish and Bilingual Children's Literature</p> <p>Spanish Literacy in the Content Areas: Developing Content</p> <p>Teaching Reading Comprehension Skills</p>	<p>Pérez, Torres-Guzmán, p 225-254</p> <p>Aisenberg, B. and Ereren, D. (2008). Escribir para aprender historia. <i>Lectura y Vida</i>.</p>	<p>La Gramática</p> <p>Francisco Jimenez: <i>Cajas de Carton</i>: Circulos de literatura, Response Journal (In Class Assignment)</p> <p>Reading Discuss Guide</p> <p><b>Book Talk</b></p>
<b>W 6/26 Online Session</b>	<p>The Effectiveness Debate: Research on Bilingual Education</p> <p>Language Policy and Planning</p>	<p><b>Rolstad, et al: (2005)</b></p> <p>Lessow-Hurley Ch 11 5<sup>th</sup> / 2 6<sup>th</sup></p>	<p><b>Reading Discussion Guide: Submit Titanium</b></p> <p>Content Area Lesson in Spanish 1<sup>st</sup> Draft Share</p>
F 6/28	<p>Instructional Materials &amp; Resources</p> <p>Analysis of Materials</p>	<p>Pérez, Torres-Guzmán, p. 215-225</p> <p>Rodriguez-Valls, Culturally relevant poetry</p> <p>Ebe, Culturally relevant texts and reading assessment for ELLs</p>	<p>Content Area Lesson in Spanish Final Draft</p> <p>Reading Discuss Guide</p> <p><b>Book Talk</b></p> <p><i>Tongue tied</i> Reflection (your choice)</p> <p>Don Miguel Ruiz</p>
<b>M 7/1 Online Session</b>	<p>Creating Meaningful Learning Environments:</p> <p>Building on Student Experiences</p> <p>Grouping Strategies</p> <p>Cooperative Learning</p>	<p>Lessow-Hurley Ch 8 5<sup>th</sup> /10 6<sup>th</sup></p>	<p><b>Submit Museum Lesson on Titanium by 11:55 pm. Also Share on Titanium Discussion Board. Online Read-Around.</b></p> <p><b>Blog: Lessow-Hurley as per Reading Guide</b></p>
<b>F 7/5 Online</b>			<p><b>Submit Take-Home Final by 11:55 pm.</b></p>

<b>Session</b>			
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## EVALUATION/GRADING

Your professor assumes that post-baccalaureate and graduate students expect to receive an A or B. In order to be recommended for the Bilingual Authorization all grades received must be at the level of a B or better. Credit will be granted for work evaluated on a scale 100% to 0%. All assignments are worth a maximum of 100%. 100%-90% indicates excellent or A work. 89%-80% indicates good or B work. 79%-70% indicates C or average work and is often unacceptable to a post-baccalaureate or graduate student. 69%-60% indicates below average or D work. 60% indicates a failing grade. You may re-do an assignment after it has been graded for more points at a mutually agreed upon date.

Your instructor assumes that each student will complete to the best of their ability the Student Responsibilities, Assignments and Expectations outlined above in the syllabus. Therefore the following are the requirements for course grades:

**A** = Completes **all** of the Student Responsibilities, Assignments and Expectations for a grade of **A** and receives **90%** or above on **all** assignments

**B** = Completes **all** of the Student Responsibilities, Assignments and Expectations for a grade of **B** and receives **80%-89%** on **all** assignments.

**C** = Completes **all** of the Student Responsibilities, Assignments and Expectations for a grade of **C** and receives **70%-79%** on **all** assignments.

**D** = Completes **some** of the Student Responsibilities, Assignments and Expectations and receives **69%-60%** on **all** assignments.

**F**=Completes **some** of the Student Responsibilities, Assignments and Expectations and receives 59% or lower on some assignments.

**In order to be recommended for the Bilingual Authorization you must:**

**1) Pass this course with at least a B,**

**2) Demonstrate a proficiency level in oral and written Spanish that is equivalent to the CSET: LOTE SPANISH examination by demonstrating proficiency in oral and written Spanish at the Advanced Low Level on the rubric “Assessment of Spanish Language Proficiency of Bilingual Teacher Candidates” for assignments completed in Spanish. 3) Successfully complete “Evaluation of Field Competency for Bilingual Authorization.”**

**Please initial your choice:**

\_\_\_ I expect to complete all Student Responsibilities, Assignments and Expectations for an **A** and to receive **90%** or above on **all** assignments. If I do not meet the requirements or percentages for which I contracted my grade will be lowered accordingly.

\_\_\_ I expect to complete all Student Responsibilities, Assignments and Expectations for a **B** and to receive **80%-89%** on **all** assignments. If I do not meet the requirements or percentages for which I contracted my grade will be lowered accordingly.

\_\_\_ I expect to complete all of the Student Responsibilities, Assignments and Expectations for a **C** and to receive **70%-79%** on **all** assignments. If I do not meet the requirements or percentages for which I contracted my grade will be lowered accordingly.

\_\_\_ I expect to complete all of the Student Responsibilities, Assignments and Expectations for a **D** and to receive **60%-69%** on **all** assignments. If I do not meet the requirements or percentages for which I contracted my grade will be lowered accordingly.

\_\_I expect to complete some of the Student Responsibilities, Assignments and Expectations for an **F** and to receive **50%-59%** or lower on some assignments.

I read and understand the syllabus and understand what is expected. I expect to satisfactorily complete the student responsibilities, expectations and assignments as outlined in the above contract as well as in the syllabus and to receive the grade that I checked above.

**Name (print)** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Course EDEL/EDSC #** \_\_\_\_\_

**CALIFORNIA STATE UNIVERSITY FULLERTON**

**College of Education  
Department of Elementary and Bilingual Education  
EDEL/EDSC 541 Culture and Education of Latino Students**

Instructor: Dr. Sharon Chappell

Office Phone Number: (657) 278-8493

Office Room Number: ED 358

Office Hours: MW 10-11:30 (in person); email; skype by appointment

Email: [schappell@fullerton.edu](mailto:schappell@fullerton.edu)

Skype: sharprof1

Room/Day and Time: Online (M-Sa work week)

**COURSE DESCRIPTION FROM THE CATALOG**

An examination of the impact of historical, social, political and economic forces on educational experiences for Latino students in the U.S. in particular those of Mexican origin. Explores issues of immigration, migration, language and culture with respect to educational attainment. **Prerequisite:** Admission to multiple or single subject bilingual credential program or admission to Masters in Education Program.

**Education Unit Conceptual Framework**



**A transformational journey toward educational advancement and achievement**

**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

**Based on our core values, our mission is as follows:**

**Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**

- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

- e) promote diversity
- f) make informed decisions
- g) engage in collaborative endeavors
- h) think critically

**Outcome 3: Committed and Caring Professionals**

- become change agents

- maintain professional and ethical standards
- become life-long learners

**Department of Elementary and Bilingual Education Theme**

Equity and Excellence

We are committed to uphold the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values and knowledge. We develop and model varied learning and teaching methodologies in our classes.

Community and Social Change

We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

Knowledge and Wisdom

We are committed to a philosophy of preparing educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods and processes such as curiosity, critical thinking, and self-reflection.

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).

**COURSE OBJECTIVES**

This course can be included in the study plan for the degree of Master of Science in Education. All masters program courses are aligned with the Five Core Propositions established by the National Board for the Professional Teaching Standards:

1. Teachers are Committed to Students and Learning
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning
4. Teachers Think Systematically about Their Practice and Learn from Experience
5. Teachers are Members of Learning Communities

This course is also aligned with the California Commission on Teacher Credentialing Standards for Bilingual Programs.

**EDEL 541 Culture and Education of Latino Students**

<b>Program Outcomes</b>	<b>Core Propositions/ Bilingual Program Standards</b>	<b>Course Objectives Students will:</b>	<b>Activity or Assignment</b>
1a, 2a, 2b, 2c	Propositions 1, 5 BPS 5	Demonstrate knowledge of major historical events, political, economic, religious and educational factors and how these have influenced the socialization and acculturation of Mexican Americans and other predominant Latino groups in California and the U.S.	Weekly Postings Class Wiki Family History Paper Final Exam
1a, 2a, 2b, 2c, 3a	Propositions 1, 3, 5 BPS 5	Demonstrate understanding of how roles and status influence intercultural and intracultural relationships and interactions.	Weekly Postings Class Wiki Family History Paper Final Exam

1a, 2a, 2b, 2c, 3a	Propositions 1, 3, 5 BPS 5	Demonstrate understanding of the contributions of Mexican origin people and other Latinos in California and the U.S.	Weekly Postings Class Wiki Family History Paper Final Exam
1a, 2a, 2b, 2c, 2d	Propositions 1, 3, 5 BPS 5	Demonstrate knowledge of how characteristics of the home countries of Latino students influence immigration, migration, and settlement in the U.S.	Weekly Postings Report on Latin America Family History Paper Final Exam
1a, 2a, 2b, 2c	Propositions 1, 3, 5 BPS 5.4	Demonstrate understanding of the beliefs, traditions, roles, values, and communication patterns of Latino groups as experienced in the countries of origin and the U.S.	Weekly Postings Family History Paper Final Exam
1a, 2a, 2b, 2c, 2d, 3a	Propositions 1 – 5 BPS 3	Evaluate the effects of past and current educational policies and practices on educational opportunity for Latino students.	Weekly Postings Group Presentations Family History Paper
1a, 1b, 2a, 2b, 2c, 2d, 3a, 3b, 3c	Propositions 1 – 5 BPS 3	Demonstrate understanding of cultural influences on learning and ways to create culturally responsive classrooms and schools.	Weekly Postings Group Presentations Final Exam

**Graduate Course:**

**Alignment of Course Objectives and Activities with COE Student Outcomes and the NBPTS Core Proposition**

**COE Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists

- d. demonstrate strong foundation in subject matter or field of study
- e. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- f. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners

- e. promote diversity
- f. make informed decisions
- g. engage in collaborative endeavors
- h. think critically

Outcome 3: Committed and Caring Professionals

- d. become change agents
- e. maintain professional and ethical standards
- c. become life-long learners

**National Board for Professional Teaching Standards: Five Core Propositions**

NBPTS – National Board for Professional Teaching Standards available at <http://www.nbpts.org>

Proposition 1: Teachers are Committed to Students and Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

## ONLINE COURSE EXPECTATIONS

This is a professional level course and each student is expected to conduct him/herself in a professional manner. It is expected that all students will *actively participate* in their own learning and show respect to peers and the instructor at all times.

Minimum hardware and software specifications:

Computer system capable of color, sound, video with an operating system installed after 2000

A monitor capable of displaying information at least 800X600 pixels

**High Speed Internet connection**

CSUF Email account (with attachment capability)

Plug-ins: Adobe PDF reader, Real Player, Flash

Software: Microsoft Office (Word, PowerPoint, Excel)

Microphone and headset

Quicktime player and recorder (<http://www.apple.com/quicktime/download/win.html>) (free download or get the upgrade for \$30)

Prerequisite technical competencies:

It is expected that students are proficient at

- the use of the Internet for email (including the use of attachments)
- the use of a word processor
- making a PowerPoint presentation
- using CSUF's library online resources (Wilson Web, EBSCO, ERIC)
- BlackBoard course delivery system.

Students are expected to be familiar with the California Content Standards for their current grade level.

Support:

This course utilizes CSUF's BlackBoard (BB) teaching and learning environment and students will be given some guidance on the specific uses required for this course; however, students are encouraged to seek assistance via the BB forum help desk (<http://fdc.fullerton.edu/technology/blackboard/default.htm>). Students can receive technical assistance from CSUF Help Desk (<http://fullerton.edu/it/helpdesk> or 657-278-7777).

Communication policy:

The primary means for communication will be the use of BlackBoard (BB) email and announcements. Students should check their CSUF email several times a week. **Students are solely responsible for staying abreast of due dates, course expectations and course updates. If you are not receiving emails, please contact the help desk.**

Contacting the instructor:

The best way to contact the instructor is via email. Emails received Monday 10 am to Friday 5 pm will be returned within 24 hours. Emails received on weekends or holidays will be returned the following 'business' day. **Please title all emails with EDEL 541** Please understand that emails are considered professional communication and you should not write in an email what you would not be comfortable saying in person. **It is common courtesy to include an opening and to sign your name. Your name is not always identifiable from your email address. Unidentifiable emails will not be returned.** If your email requires a detailed response you may be asked to meet the instructor for an appointment. Skype office hours will be available.

Authentication of student work

is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments students are required to complete.

Extra credit policy:

There is no extra credit option for this class

Late assignment policy:

All assignments are allocated a due date to help students stay on track and to allow for adequate feedback and grading. Due dates and times for assignments can be found in the Syllabus, under Announcements, Weekly Expectations and the Week folder under Course Documents. If you are having difficulty meeting a due date, please notify the instructor in advance so a mutual agreement can be made. **No assignments will be accepted more than two weeks late and assignments submitted up to two weeks late may have a 10% per week point deduction.**

Alternative procedures for submitting work:

In the event that the course BlackBoard site is unavailable for submitting work, students may submit assignments via email (as an attachment), fax (657-278-5133), or by leaving the assignment in the department office (EC 324).

Online class netiquette policy:

It is expected that students participate in the online forum as is determined necessary for the weekly assignment. This may include, but is not limited to participating in chat sessions or asynchronous discussion forums, working with group members on a common project, and conducting individual research. Students should be reminded that the BlackBoard forum is a professional forum and their participation in this forum should be respectful and professional at all times. With the increase of instant messaging, text messaging and personal email, it is easy to forget to use appropriate language when engaged in an online discussion for professional purposes. Please use

professional language at all times. Refer to <http://www.albion.com/netiquette/corerules.html> for netiquette guidelines. You are required to read through this document if you are unfamiliar with online professional decorum. The above link will take you to a document that describes proper behavior for an individual working online. The document is an online e-book with 10+ Web pages.

### **ONLINE COURSE FORMAT**

This is an online course with no on campus meetings that requires students to be in control of their own learning. Each student is expected to complete ALL reading prior to posting discussions. Additionally, students are encouraged to use resources such as online tutorials, course documents and texts, and each other. One of the benefits of online courses is that students can elect to do their learning at a time convenient to them as an individual. This does not however mean that this course can be completed as an independent study. **Regular participation each week is expected.** That being said, in this course, an 'online week' begins on Monday and ends on Saturday.

### **Assessment of Written Assignments**

Students will read and respond to assigned readings as well as complete individual and small group activities and course assignments. Each week there will be a new discussion topic and/or course activity. Weekly expectations/assignments can be found in the BlackBoard link. Dates and times for posting to the discussion board will be included in the weekly expectations/assignments link, also. The general rule will be **Initial posts are due on Wednesday midnight, Follow up posts due Saturday midnight and Assignments due Saturday midnight.** Written assignments will be assessed for depth of thinking, clarity of expression, power of analysis, and adherence to the standard rules of grammar, punctuation and spelling. All written papers (excluding discussion posts) must be word processed, double-spaced, use size 12 font and have 1 or 1.5 inch margins. Standard APA format is required for citations.

### **Students with Special Needs:**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)

### **Academic Dishonesty Policy:**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [Academic Senate UPS Document 300.021](#).

**Attendance Policy** This course is offered completely online with no on campus meetings. In an online course, attendance is considered by your participation in the online forum. *Participation refers to active involvement in class discussions and activities in the online forum.* Students are placed in discussion groups for weekly reading discussions and activities.

**In the event of emergency,** contact the University Police at 657-278-3333.  
<http://emergencypreparedness.fullerton.edu/>

## **GRADUATE PROGRAM ORIENTATIONS & WORKSHOP**

Classes will not be held during the hours of the orientations and workshop. Classes that begin at 4:00 p.m. will end at 6:00 p.m. and 7:00 p.m. classes will begin at 7:30 p.m. If you have questions about the information below, contact Dr. Kim Norman at [knorman@fullerton.edu](mailto:knorman@fullerton.edu).

Members of online and off-campus cohorts will participate in cohort-specific orientations and workshops rather than the activities described below. Cohort leaders will provide additional information.

**Graduate Student Orientation**

Wed., Aug. 31, 2011  
6:15 – 7:00 p.m. in EC 379

This orientation is for all students in the first or second semester of their program. Other interested students are welcome to attend.

**Final Project Orientation**

Tues., Oct. 11, 2011  
6:15 – 7:15 p.m. in EC 379

All students planning to take EDEL 594 in fall 2012 must attend. All students at any point in the program are welcome to attend.

**Final Project Workshop**

Thurs., Oct. 13, 2011  
6:15 – 7:15 p.m. in EC 379

All students planning to take EDEL 594 in spring 2012 must attend. Note that project proposals are due Saturday, September 10, 2011.

For additional information, enroll in the Master's Project (EDEL) Community on Blackboard. Browse the Organization Catalog for "Master's Project."

**REQUIRED COURSE TEXTS**

Moreno, J. (1999). *The elusive quest for equality*. Cambridge, MA: Harvard Educational Review

Reyes, P. Scribner, J., Scribner, A. (1999). *Lessons from high performing Hispanic schools: Creating learning communities*. New York: Teachers College Press

Suarez-Orozco, M.M. & Paez, M.M. (2009). *Latinos: Remaking America*. Berkeley, CA: University of California Press.

**Supplementary Readings: (available via pdf under Course Documents, additional readings to be announced)**

Brittain, C. (2009). Transnational messages: What teachers can learn from understanding students' lives in social spaces. *The High School Journal* 92 (4), 100-114.

Cooper, C.R., Denner, C., & Lopez, E.M. (1999). Cultural brokers: Helping Latino children on pathways toward success. *The Future of Children* 9 (2), 51-66.

Hamann, E. T., Zuniga V., & Sanchez Garcia, J. (2006). Pensando en Cynthia y su hermana: Educational implications of United States-Mexico transnationalism for children. *Journal of Latinos and Education*, 5 (4), 253-274.

Obeler, S. (1995). Language, national identity, and the ethnic label Hispanic. In S. Obeler, *Ethnic labels, Latino lives* (pp. 127-157). Minneapolis: University of Minnesota Press.

**SUMMARY OF ASSIGNMENTS**

**1. WEEKLY Postings:**

In your Small Group Wiki, post a short response (1 page) to the topic for the designated week integrating personal experiences, course readings, and current issues. Do follow up posts on 2 other students' initial responses in your small group. **INITIAL POSTS DUE WEDNESDAY MIDNIGHT. FOLLOW UP POSTS DUE SATURDAY MIDNIGHT.** All posts (threads and replies) will be read and evaluated with special attention to several areas:

- Frequency & time of posting
- Relevance to topic
- Evidence of critical thinking
- Evidence of original thought/reflection
- Professionalism

Week 2:

What obstacles and challenges must Latino students and families overcome to achieve educational success?

Week 4:

How have historical events, political and economic factors influenced the socialization and acculturation of Mexican origin people in the U.S?

Week 5:

How did major events and policies in the U.S. during the latter part of the nineteenth century impact the educational experiences of Mexican Americans?

Week 6:

How did segregation policies in the U.S. affect the schooling of Mexican American students?

Week 7:

How did social policies in the 1960s change and not change educational experiences and opportunities for Latino students?

Week 8:

How do race, gender, ethnic identity and social class affect the experiences of Latino students? How are these identities affected by family, community, schools, and society?

Week 9:

How do educational testing policies and practices impact Latino students?

Week 10:

How have trends in migration and immigration been influenced by events and policies in the US, Mexico and other Latin American countries?

Week 11:

How do cultural values, beliefs and experiences in their home countries influence the perceptions and experiences of Latino students and families in U.S. schools?

Week 12:

How do politics and educational policies affect Latino/as in the classroom today?

Week 13:

How can teachers create learning environments that are culturally responsive to Latino students?

The following rubric will help you gauge your performance. The instructor will email you with feedback about your responses each week.

<b>ONLINE Weekly Posting RUBRIC</b>			
<b>Quantity Criteria</b>	<b>Score</b>	<b>Quality Criteria</b>	<b>Score</b>
The student contributed regularly. Temporal placement suggests sustained engagement with the topic of the discussion, materials, concepts.	3	The student showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with examples, or redirected discussion.	3
The student's level of contribution was acceptable/of average value, but not considered outstanding.	2	The student contributed more than just facts, and responded to the implications of other students' ideas.	2
The student rarely contributed or posts all came in final few minutes before	1	The student's contribution was minimal, and demonstrated only a cursory understanding/grappling	1

discussion deadline.		with course material and the ideas of their peers.	
The student did not contribute at all.	0	The student was underprepared and contributions (or lack of them) suggest incompleteness of the readings.	0
10 postings X 3 points = 30		10 postings X 3 points = 30	
<b>Total points 60</b>			

**GROUP POWERPOINT on Reyes Chapters:**

Working in a small group, you will create a powerpoint that discusses an assigned chapter by Reyes, et al: *Lessons from High-performing Hispanic Schools*. Read and discuss the chapter and find a recent (1-2 years) newspaper, magazine, Internet report or professional article about education of Latino students. With your group prepare a powerpoint that addresses the major themes, issues and questions of the chapter. Include the link to your article and relate the article to the chapter. Create a discussion questions throughout the ppt or on an end slide. Share your powerpoint via Titan Apps on Wednesday at midnight of your presenting week. Non-presenting class members should respond to the powerpoint by Saturday at midnight of that week.

<b>RUBRIC-GROUP POWERPOINT</b>	<b>Points Possible</b>
Present the major points of the chapter to the class and explain how the author addresses issues of equity, history, politics, language and culture of Latinos in schools.	5
Compare and contrast the issues in your chapter with those highlighted in the recent article.	5
Use visuals and other support material as appropriate on your slides	5
Prepare questions for class discussion and include them on each powerpoint slide, or on the final slide.	3
Email professor with brief description of the contribution of each member of the group.	2
<b>TOTAL</b>	<b>20</b>

**FAMILY HISTORY RESEARCH PAPER:**

- Select a Mexican origin or other Latino family and interview at least two family members from two different generations. Prepare interview questions about: the education and schooling history of the family, the family’s work knowledge/history, family social activities, family literacy practices, migration/immigration, story telling, school achievement (including successes and challenges), community involvement, acculturation, and biculturalism. What traditions and values from the country of origin have been maintained or lost and why? What differences have they found between the educational system in their native country and that of the U.S.? What challenges and successes did this family face in education and schooling? Other topics to consider as you prepare questions are: cultural conflicts, segregation, discrimination, teacher/school quality, school drop out, college retention, language, housing, standard of living, financial challenges, limited knowledge of the U.S. educational system, generational history of schooling and so on. What historical, political, linguistic, social and economic influences have influenced this family’s educational history, struggle, and ability to succeed in American schools and society? What themes run through this family and how does it compare/contrast to lives of other Latinos as represented in readings, class discussions, or videos?
- Interview your family through the discussion of family artifacts (photos, objects, school memorabilia) as well as through remembered events and experiences.
- Write 3 poems about the experiences of your family. (see class samples on Blackboard)

- Write a 7-10 page paper relating these poems to a review of literature about Latino issues with a description of your family’s history and analysis of that history to the course readings and class discussions.
- Write a thank you letter to your family that reflects what you learned and how the interview has affected you as an educator. Deliver the letter to your family, and include it in your final project.
- Present the family history project to the class using some creative visual, audio or technological format (such as a series of powerpoint slides with family photographs, writing samples, and photos of family artifacts; or an Imovie of the same items). Post this presentation on your small group’s discussion board.
- Other class members comment on at least 2 other presentations

<b>RUBRIC: FAMILY HISTORY PAPER</b>	<b>Points Possible</b>
A review of research literature on one or more topics related to your family’s history (immigration, family literacy practices, discrimination, schooling issues for Latinos, etc)	10
A description of the family history (the results of your interviews)	10
An analysis that connects your data to concepts from the course reading material and class discussions	15
Creative presentation of family history (powerpoint, IMovie, podcast, etc)	15
Poetry expressing moments of family history (to be included in presentation)	5
Comments on 2 other students’ projects	5
<b>Total points</b>	<b>60</b>

**CONTRIBUTIONS OF LATINOS FACEBOOK PAGE:**

Participate in an online discussion with other class members using the Wiki tool. First, individually conduct some research on the contributions of a Latino/a to California and the U.S. in a field such as the arts, literature, sciences, politics, etc. Relate your findings to implications for curriculum and instruction of Latino/a youth in schools. Post a report of your findings (limit to about 350 words) by creating a Facebook page, including images/video links. Read the reports of at least two classmates and respond on the Facebook page. Comment on what you learned and ask questions to further the discussion.

<b>RUBRIC: FACEBOOK PAGE ON CONTRIBUTION OF LATINOS</b>	<b>Points Possible</b>
Posting describes in detail the contributions one or more Latinos in California and/or the US, focusing on how these contributions	8
Posting analyzes how these contributions might affect Latinos in school.	8
Comments on two other postings making connections to class topics and asking questions to further discussion.	4
<b>Total points</b>	<b>20</b>

**SCRAPBOOK/VOICE THREAD ON LATIN AMERICA:**

In small groups of 3-4 select a Latin American country (in Central or South America). Research the educational system, economy, political structure and other relevant societal factors about the country and how these affect migration and settlement in the U.S. Create a series of scrapbook pages (handmade or digital) and prepare oral narration to report about your findings, particularly in terms of implications for Latino families in the U.S. who are from that country. Post your Scrapbook and Narration to the Voice Thread site for others to comment on during that week.

<b>RUBRIC: SCRAPBOOK/VOICETHREAD ON LATIN AMERICA</b>	<b>Points Possible</b>
Scrapbook and narration portray the educational system, economy, political structure and other relevant societal factors about the assigned country	10
Scrapbook and narration analyze how these factors affect migration and settlement in the U.S	5
Scrapbook and narration analyze the implications of home country factors and migration and settlement effects on Latino families from that country	5

<b>Total points</b>	<b>20</b>
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**GRADING:**

Specific guidelines and rubrics will be provided for each of the assignments at least two weeks prior to due date. Coursework will be evaluated according to the following point system. **\*\*Note there is a 20 point allocation for ongoing class participation (such as finding websites or other resources) and for commenting on group presentations throughout the semester.**

Weekly Postings (12 @5 pts each)	60 points
Group Powerpoint on Successful Latino Schools	20 points
Family History Paper/Creative Presentation	60 points
Facebook on Contributions of Latinos	20 points
Scrapbook/Voice Thread on Latin America	20 points
Participation in Ongoing Assignments and Group Powerpoint Comments**	<u>20 points</u>
TOTAL	200 points

**GRADING SYSTEM:**

A	=	180-200 points	Outstanding performance
B	=	160-179 points	Strong, above average performance
C	=	140-159 points	Average performance
D	=	below 140	Below Average Performance

**TENTATIVE CLASS SCHEDULE**

**NOTE: Group projects are due on the Wednesday at midnight of the week assigned.**

All Wiki postings, unless indicated otherwise, are due on a Wednesday and Saturday schedule. Thus, you must post your initial response by Wednesday and your follow up posts by Saturday at midnight. All individual assignments are due by Saturday at 6 p.m. of the week they are listed. Make sure you look at the Weekly Expectations and the Week Folder under Course Documents for the specific due dates.

Week	Topic	Assignment
Week 1	Introduction Historical Issues and the Education of Latino Students  Using Family/Oral History to Understand Mexican American History As It Impacts Schooling	Moreno, v-xix  Reyes et al, p. vii-viii & Ch 1
Week 2	Frameworks for Understanding the Historical, Social, Political and Cultural Factors Affecting U.S. Latino Students	Moreno, 169-196 Suarez-Orozco & Paez, Ch 1  Due: Weekly Posting Family History Progress
Week 3	Contributions of Latinos	Unsung Heroes, Zinn pdf Due: Contributions of Latinos Facebook page
Week 4	The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population  History of Silencing Children	Moreno, 3-30 Suarez-Orozco & Paez, Ch 2 & 3  Due: Weekly Posting Family History Progress
Week 5	Schooling of Mexicanos in the Southwest  Schools & Latino Children	Moreno, 31-52 Reyes et al, Ch 3 Suarez-Orozco & Paez, Ch 18  Due: Weekly Posting Family History Progress
Week 6	Segregation, and the Education of Mexican American Children, 1900-1940  Learning English in Schools	Moreno, 53-76 Reyes et al, Ch 4 Suarez-Orozco & Paez, Ch 17  Due: Weekly Posting

Week 7	Civil Rights Era to the Present  Traditions, Roles, Beliefs: Continuity and Change in the U.S.	Moreno, 77-110 Reyes et al, Ch 5 Suarez-Orozco & Paez, Ch 13 & 14  Due: Weekly Posting Family History Progress
Week 8	Latinos and the Dynamics of Race, Gender, Class, and Ethnic Identity	Oboler: Language, national identity, and ethnic labeling. . . Suarez-Orozco & Paez, Ch 5, 16  Due: Weekly Posting
Week 9	Educational Testing and Latino Students: Problems and Prospects	Moreno, 123- 140 Reyes at al, Ch 7  Due: Weekly Posting
Week 10	Understanding the Countries of Origin: Factors that Influence Migration/Immigration	Hamann et al: Pensando en Cynthia Suarez-Orozco & Paez, Ch 8, 9  Due: Weekly Posting AND Latin America Scrapbook/Voice Thread
Week 11	Cultural Perspectives on Education: Comparison of Schooling in Mexico, Latin America and the United States	Brittain: Transnational messages. . .  Due: Weekly Posting
Week 12	Politics and Educational Policy for Latino Students	Moreno, 111-122 Reyes et al, Ch 6  Due: Weekly Posting Family History Progress
Week 13-14	Development of Cultural Identities: Immigration, Assimilation, Acculturation and Biculturalism  Planning for Culturally Responsive Pedagogy	Cooper et al: Cultural brokers. . . Suarez-Orozco & Paez, Ch 8, 12 and pp 435-453  Due: Weekly Posting Family History Progress
Week 15	Work Week	Family History draft due for feedback
Finals Week	Funds of Knowledge and Community-Based Research	Due: Family History Paper and Creative Presentation Posted  Project Due Wednesday midnight Comments to projects Due Saturday midnight

**See two documents below:**

**Document #1**  
**EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers**  
**ANALYSIS OF BILINGUAL EDUCATION PROGRAM MODELS**

In your group discuss the questions as they relate to each of the programs. Take notes and be prepared to share your responses with the class.

	<b>Early Exit</b>	<b>Late Exit</b>	<b>Maintenance</b>	<b>Dual Language/Two Way Immersion</b>
What is the goal?				
What is the underlying philosophy and attitudes about bilingual education?				
What is the likely outcome for students' language development and academic achievement? Why? (Relate to the research.)				

What could be the impact on student's cultural and linguistic identities?				
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**Document #2:**

**READING GUIDE LESSON-HURLEY CH. 5**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Reading Discussion Guide: Chapter #5 Title Dual Language Program Models**

Program Model	Description (your words about each one)	What you believe about each (based on your experiences and what you read)
Transitional		
Maintenance and enrichment		
Two-way immersion programs		
-English immersion		
-Transitional		
Newcomer Programs		

2. What are the results of the Canadian experience and how does that differ, let's say, from immersion programs in California? (And, are our challenges different in California?)

3. What do you think is most important in being a bilingual teacher based on what you've read and your own goals?

## **EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers**

### **Examples of Questions for In Class Reflections**

Throughout the EDEL/EDSC 446 course, candidates will be provided with questions to reflect on and write about in class. Some of the questions will be in Spanish to assess language proficiencies. Examples of some questions are:

1. What is the legal impact of the Lau v. Nichols Supreme Court decision?
2. What does Proposition 227 require?
3. What is code switching and why might it occur?
4. ¿Cuales son tres razones por las cuales se recomienda aprender a leer en español a un niño que hable ese idioma?
5. What does the research on bilingualism and cognition suggest about early exit transitional bilingual programs?
6. ¿Por que es importante desarrollar las cuatro áreas del lenguaje: escuchar, hablar, leer y escribir?
7. Why does reading content area text place special demands on second language learners? Identify one thing a teacher can do to help students.
8. Identifique dos o tres ejemplos de como los padres podrían participar en la educación de sus hijos.
9. ¿Por que es importante usar recursos variados para ayudar al estudiante en la comprensión de la lectura?
10. Describe three assessment strategies you would use in your classroom to evaluate progress in both the primary and second language.

## **EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers**

### **Examples of Questions on Mid-Term Exam**

1. Explique cuales son las diferencias entre los programas bilingües transicionales y los programas bilingües de enriquecimiento. Incluye en su respuesta los objetivos, filosofía y el éxito escolar de los estudiantes.
2. Imagínese que usted es un maestro bilingüe en un distrito escolar y tiene una presentación oral en que debe presentar una posición teórica/filosófica del porque hay la necesidad de enseñar a leer en español a los estudiantes Latinos que asisten en las escuelas. ¿Que les diría?
3. Si niños pueden conversar en su segundo idioma, ¿por que no es eso suficiente para que reciban clases solo en ese idioma?
4. Según las investigaciones, que tipos de programas producen mejores resultados para ayudar a los niños hispanos a que tengan éxito en al escuela?
5. Imagínese que usted es un maestro bilingüe. Escriba una carta a los padres de sus estudiantes, explicándoles como podrían ayudar a sus hijos a tener éxito en la escuela.

**California State University, Fullerton  
College of Education**

**Plan de Lección**

**Información General**

Grado:

Materia:

Tiempo estimado para la lección:

**Materiales y Tecnología:**

**Conceptos:**

**Estándares de contenido para esta lección:**

**Objetivos (Indique objetivos para contenido y lenguaje):**

**Adaptaciones para alumnos aprendiendo el español como segundo idioma:**

**Vocabulario:**

(Indique vocabulario para alumnos cuya lengua nativa es el español y también para alumnos que están aprendiendo el español como segundo idioma.)

**Procedimiento y actividades de la lección:**

**Motivación:**

**Desarrollo:**

**Cierre:**

**Evaluación:**

(Como evaluar que los alumnos hayan entendido los objetivos de la lección.)

**Reflexiones:**

**EDEL/EDSC 541 Culture and Education of Latino Students**

**EXAMPLES OF QUESTIONS ON FINAL EXAM**

1. Describe and explain how two major events or policies in the U.S. have impacted the experiences of Latino students in schools.
2. In what ways do economic, political and educational factors influence the socialization and acculturation of Latinos in the United States? Give two specific examples.
3. Explain how factors in two Latin American countries have affected immigration to the United States. Describe at least two factors for each of the countries identified.
4. What is meant by the term “funds of knowledge” as it relates to Latino families? Give two examples of how a teacher could draw on families’ funds of knowledge to enhance the curriculum for Latino students



**ADMISSION INTERVIEW**  
SPANISH BILINGUAL AUTHORIZATION PROGRAM

<b>Applicant Name</b>	<b>CWID/PHONE</b>	<b>DATE</b>

<b>Interviewers</b>

**Directions:** This interview is designed to serve as an initial screening of the applicant’s dispositions towards bilingual teaching as well as oral Korean language proficiency. The ratings will be used as one indicator of the applicant’s potential to successfully complete the bilingual teacher preparation program. Please rate the applicant’s response to each question and rate their linguistic ability. Place a copy of the completed interview form in Winstead’s email box.

Questions	Weak 1	Average 2	Strong 3	Comments
¿Cuál es la importancia de mantener el primer idioma? (What is the importance of maintaining the first language?)				
¿Cuál es la importancia de comunicarse con los padres e incluirlos en la educación de sus hijos? (What is the importance of communicating with parents and including them in the education of their children?)				
¿Cuáles son los factores que contribuyen a que muchos niños que hablan inglés como segundo idioma no tengan un buen rendimiento escolar? ¿Qué podemos hacer para aliviar este problema? Por favor da ejemplos concretos. (What are the factors that contribute to why many children who speak English as a second language do not perform well academically? What can we do to alleviate this problem? Please provide concrete examples).				
¿Cómo futuro maestro/a de niños que hablan inglés como segundo idioma, ¿qué razones les darías para que sigan estudiando y no abandonen la escuela? (As a future teacher of children that speak English as a second language, what are the reasons you would give so that they study and persist in school?)				

**TOTAL POINTS (Evaluation Criteria: Applicants must score a minimum of 8/12 total points and no score lower than 2.)**

**Spanish Language Evaluation**

Language Element (Standards based on ACTFL—initial screening)	Approaches Standard <i>Intermediate High</i> (approximately 4 on SOLOM)	Meets Standard <i>Advanced Low</i>	Exceeds Standard <i>Advanced Plus</i>
Listening			
Speaking			
Writing			

**Spanish Oral Language Evaluation**

Categories	Appears Problematic	Not Problematic
Comprehension		
Fluency		
Vocabulary		
Grammar		

**Spanish Written Language Evaluation**

Writing Element	Appears Problematic	Not Problematic
Vocabulary		
Grammar		
Sentence Structure		
Spelling/Accent Marks		
Punctuation		

**Bilingual Authorization Program  
SPANISH WRITING SAMPLE**

NAME \_\_\_\_\_ CWID \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

**Escoja uno de los dos temas abajo. Escriba aproximadamente cuatro párafos.**

1. \_\_\_\_¿Cuáles son los factores que contribuyen a que muchos niños que hablan inglés como segundo idioma no tengan un buen rendimiento escolar (sobresalir en la escuela)? ¿Qué podemos hacer para aliviar este problema? Por favor de ejemplos concretos.
2. \_\_\_\_¿Cómo futuro maestr@ de niños que hablan inglés como segundo idioma, ¿Cuáles son las razones para que los niños deben de seguir estudiando y no abandonen la escuela? Por favor de ejemplos concretos.

Person filling out form:  
 \_\_\_ Master Teacher  
 \_\_\_ Supervisor

\_\_\_ 1<sup>st</sup> placement 45/60/90 hours (circle one)  
 \_\_\_ 2<sup>nd</sup> placement 30/45 (if necessary)

**California State University Fullerton  
 College of Education  
 MULTIPLE SUBJECT CREDENTIAL PROGRAM  
 Candidate Fieldwork Evaluation**

Student Teacher \_\_\_\_\_ CWID # \_\_\_\_\_

Block Leader \_\_\_\_\_ Block # \_\_\_\_\_ Semester/Year \_\_\_\_\_

Master Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Semester \_\_\_\_\_ School \_\_\_\_\_ Grade Level \_\_\_\_\_

**Bilingual Authorization Only:** Is this a bilingual classroom?  Yes  No

**Directions:**

The Multiple Subject Program’s mission is to graduate candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully reach these outcomes we believe that candidates must possess particular dispositions toward teaching and learning. This evaluation is intended to measure candidates’ behaviors and effort toward demonstrating these dispositions. The disposition ratings will serve as an indicator of the candidate’s potential for succeeding in student teaching and reaching outcome goals.

Based on your observations and work with the candidate during their fieldwork placement, please rate the candidate’s behavior and effort toward meeting the disposition indicators for each outcome goal.

Each disposition indicator should be rated using the following criteria:

<p><b>1 = Unacceptable</b>                  Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.</p>
<p><b>2 = Developing</b>                  Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator.</p>
<p><b>3 = Acceptable</b>                  Multiple indicators of candidate behavior that matches the disposition description. Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator.</p>

**4 = Exemplary**

Extensive indicators of candidate behavior that exemplifies the disposition description.  
Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.

KNOWLEDGEABLE & COMPETENT SPECIALISTS	Unacceptable 1	Developing 2	Acceptable 3	Exemplary 4
<b>Commitment to Learning:</b> The candidate demonstrates curiosity and interest in learning more about students and content areas.	○	○	○	○
The candidate takes initiative in practicing skills for working with small and large groups.	○	○	○	○
The candidate readily participates in classroom routines.	○	○	○	○
<b>Use of Language:</b> The candidate is diligent in appropriate and correct use of oral and written language.	○	○	○	○
REFLECTIVE & RESPONSIVE PRACTITIONERS	Unacceptable 1	Developing 2	Acceptable 3	Exemplary 4
<b>Attention to Diversity:</b> The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.	○	○	○	○
<b>Self-Reflection:</b> The candidate reflects on and evaluates his or her own behavior and work. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.	○	○	○	○
<b>Collaboration:</b> The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.	○	○	○	○
<b>Feedback:</b> The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.	○	○	○	○
COMMITTED & CARING PROFESSIONALS	Unacceptable 1	Developing 2	Acceptable 3	Exemplary 4
<b>Professional Demeanor &amp; Responsibility:</b> The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.	○	○	○	○
The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.	○	○	○	○
The candidate is poised and professional in his or her demeanor and communication with others.	○	○	○	○
<b>Professional Growth:</b> The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)	○	○	○	○

**Grading Criteria (based on overall average):**

- CR = 2.0 – 4.0
  - Remediation will be mandatory for any disposition marked as “Unacceptable.” Requirements for remediation must be fulfilled by end of student teaching placement.
- NC = < 2.0
  - Fieldwork must be repeated prior to student teaching if a grade of NC is received.

**Comments:**

Please use this space to supplement the above ratings with additional information about the candidate's particular strengths. Please also comment on any areas in which the candidate may need additional development.

Person filling out form:  
 \_\_\_ Master Teacher  
 \_\_\_ Supervisor

\_\_\_ 1<sup>st</sup> placement  
 \_\_\_ 2<sup>nd</sup> placement

**California State University Fullerton**  
**College of Education**  
**MULTIPLE SUBJECT CREDENTIAL PROGRAM**  
**Candidate Field Competency Student Teaching Evaluation**

Student Teacher \_\_\_\_\_ CWID # \_\_\_\_\_

Block Leader \_\_\_\_\_ Block # \_\_\_\_\_ Semester/Year \_\_\_\_\_

Master Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Semester \_\_\_\_\_ School \_\_\_\_\_ Grade Level \_\_\_\_\_

**Bilingual Authorization Only: Is this a bilingual program classroom?**  Yes  No

**Directions:**

Based on your observations and work with the candidate during student teaching, please rate their performance according to the criteria for each of the Teacher Performance Expectation Standards (TPEs). Please use link provided for detailed descriptions and sample indicators for each TPE and knowledge/skills for bilingual teaching if applicable. Each TPE should be rated using the following criteria:

<p><b>NE = No Evidence</b>                  No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</p>
<p><b>1 = Unacceptable</b>                  Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate's work. Cannot meet standard even with additional support from master teacher/and or supervisor.</p>
<p><b>2 = Basic</b>                  Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate's work. Required additional support from master teacher and/or supervisor.</p>
<p><b>3 = Skilled</b>                  Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate's work. Rarely required additional support from master teacher and/or supervisor.</p>
<p><b>4 = Distinguished</b>                  Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate's work. Required no additional support from master teacher and/or supervisor.</p>

**Note:**

All TPE's must be assessed by the end of second student teaching placement. Those marked "No Evidence" in the first placement must be addressed in final placement.

Remediation will be mandatory for any TPE marked as “Unacceptable” on first placement evaluation. Any TPE marked as “Unacceptable” in final placement will result in No Credit for student teaching.

**STANDARDS OF QUALITY & EFFECTIVENESS AS A STUDENT TEACHER**

	NE	Unacceptable 1	Basic 2	Skilled 3	Distinguished 4
<b>A. Making Subject Matter Comprehensible to Students</b>					
<i>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</i> Understands state adopted academic content standards and demonstrates the ability to teach to the standards in the following subject areas:					
Subject Areas:					
Health	⊙	⊙	⊙	⊙	⊙
Math	⊙	⊙	⊙	⊙	⊙
Music	⊙	⊙	⊙	⊙	⊙
Reading/Language Arts	⊙	⊙	⊙	⊙	⊙
Performing Arts	⊙	⊙	⊙	⊙	⊙
Physical Education	⊙	⊙	⊙	⊙	⊙
Science	⊙	⊙	⊙	⊙	⊙
Social Studies	⊙	⊙	⊙	⊙	⊙
Visual Arts	⊙	⊙	⊙	⊙	⊙
<b>B. Assessing Student Learning</b>					
<i>TPE 2 Monitoring Student Learning During Instruction</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 3 Interpretation and Use of Assessment</i>	⊙	⊙	⊙	⊙	⊙
<b>C. Engaging and Supporting All Students in Learning Including GATE Students and Students with Special Needs</b>					
<i>TPE 4 Making Content Accessible</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 5 Student Engagement</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 6 Develops Appropriate Teaching Practices</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 7 Teaching English Learners</i>	⊙	⊙	⊙	⊙	⊙
<b>D. Planning Instruction and Designing Learning Experiences for Children</b>					
<i>TPE 8 Learning About Students</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 9 Instructional Planning</i>	⊙	⊙	⊙	⊙	⊙
<b>E. Creating and Maintaining Effective Environments for Student Learning</b>					
<i>TPE 10 Instructional Time</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 11 Social Environment</i>	⊙	⊙	⊙	⊙	⊙
<b>F. Developing as a Professional Educator</b>					
<i>TPE 12 Professional, Legal, and Ethical Obligations</i>	⊙	⊙	⊙	⊙	⊙
<i>TPE 13 Professional Growth</i>	⊙	⊙	⊙	⊙	⊙

**Grading Criteria (based on overall average):**

First student teaching placement

- CR = 2.0 – 4.0
- NC = < 2.0

Final student teaching placement

- CR = 2.85 – 4.0
- NC = < 2.85 and/or any unacceptable ratings
- 

**Comments:** Use the Narrative Evaluation Form.



Block # \_\_\_\_\_

California State University, Fullerton Department of  
Elementary and Bilingual Education **Record of**  
**Fieldwork Visitations**

\_\_\_\_ Fall 20 \_\_\_\_  
\_\_\_\_ Spring 20 \_\_\_\_

Candidate \_\_\_\_\_ School \_\_\_\_\_  
Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

<b>In respect to program outcomes the field candidate:</b>
<b><i>Outcome I: Knowledgeable and Competent</i></b>
1. Demonstrates an interest in learning about students and teaching.
2. Takes initiative in practicing teaching skills.
3. Participates in classroom routines.
4. Uses appropriate and correct oral and written language.
<b><i>Outcome II: Reflective and Responsive</i></b>
5. Shows respect for multiple aspects of diversity in work with students and adults.
6. Reflects on and evaluates his/her work.
7. Communicates and collaborates with others.
8. Responds to professional feedback in a positive manner.
<b><i>Outcome III: Committed and Caring</i></b>
9. Arrives on time and follows through on commitments.
10. Dresses appropriately.
11. Displays a professional demeanor.
12. Takes advantage of opportunities for professional growth .

Time/ Date of visit:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Targets discussed with candidate:**

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Supervisor signature

**CLASSROOM OBSERVATION FORM**

Visit #:  
Summer

Date:

Time:

◆ Fall ◆ Spring ◆

**Student Teacher:**

**School:**

**Grade Level:**

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**Subject**

**t/Topic: Observation Notes:**

**ESTABLISHING A LEARNING SET:**

- presents lesson objectives (TPE 5)
- provides rationale for lesson (TPE 4)
- relates lesson to previous lesson (TPE 9)
- relates material to student interests. (TPE 8)
- gains student attention at beginning of lesson (TPE 10)

**LESSON DESIGN AND DEVELOPMENT:**

- starts class promptly and has materials ready (TPE 10)
- relates teacher input to lesson objective (TPE 5)
- emphasizes key points (TPE 4)
- keeps students alert and accountable (TPE 5)
- models task or activity (TPE 4)
- provides guided practice before independent practice (TPE 4)
- provides corrective feedback (TPE 4)
- provides internal and concluding summaries (TPE 4)
- plans differentiated instruction, including GATE, SPED, EL (TPE 9)

**LESSON DESIGN AND DEVELOPMENT:**

- starts class promptly and has materials ready (TPE 10)
- relates teacher input to lesson objective (TPE 5)
- emphasizes key points (TPE 4)
- keeps students alert and accountable (TPE 5)
- models task or activity (TPE 4)
- provides guided practice before independent practice (TPE 4)
- provides corrective feedback (TPE 4)
- provides internal and concluding summaries (TPE 4)
- plans differentiated instruction, including GATE, SPED, EL (TPE 9)

**TEACHING STRATEGIES:**

- ensures that strategies are appropriate for objectives (TPE 1)
- accommodates different learning styles (TPE 4)
- makes instructional adaptations for 1st & 2nd language groups (TPE 7)
- allows students time to respond (TPE 5)
- probes for clarification, elaboration (TPE 5)
- presents material in a logical sequence (TPE 4, 6)  
(concrete to abstract, simple to complex)
- provides comprehensible input for all levels of EL (TPE 7)

**TEACHER-STUDENT COMMUNICATION AND INTERACTION:**

- provides clear and concise directions (TPE 10)
- uses vocabulary appropriate for learners including EL (TPE 7)
- communicates orally and in writing without errors (TPE 1A)
- supports verbal messages with non-verbal communication (TPE 11)
- demonstrates enthusiasm through gestures, facial expressions, voice (TPE 11)

**CLASSROOM CLIMATE AND LEARNING ENVIRONMENT:**

- effectively manages the classroom (TPE 11)
- creates a positive climate for learning (TPE 11)
- builds positive self-concept (TPE 11)
- encourages cooperation (TPE 11)
- communicates high expectations regardless of gender, culture, socio-economic status (TPE 5)

**USE OF CLASSROOM TIME:**

- involves high percent of learners on task (TPE 5)
- moves lesson at brisk pace with about 80% student success (TPE 5, 6)
- uses routines for recurring events (TPE 10)
- accomplishes transitions quickly and efficiently (TPE 10)

**ASSESSMENT:**

- uses progress monitoring during instruction (TPE 2)
- checks for understanding (TPE 2)
- uses informal and formal assessments (TPE 3)

**TARGET/GROWTH AREAS:**

- ◆ Held conference with student teacher
- ◆ Held conference with master teacher

---

SUPERVISOR SIGNATURE

**California State University, Fullerton  
College of Education  
Evaluation of Field Competency for Bilingual Authorization**

Candidate \_\_\_\_\_ CWID \_\_\_\_\_ Date \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade \_\_\_\_\_

Master or Cooperating Teacher \_\_\_\_\_

Candidate's participation in this setting: Fieldwork \_\_\_ # of hrs: \_\_\_ Student Teaching \_\_\_ # of Weeks \_\_\_

Directions: Listed below are competencies required for bilingual teaching authorization. Based on your observation of the candidate's performance, please indicate with your initials that the candidate has demonstrated the competencies listed.

<b>BILINGUAL TEACHING COMPETENCIES</b> L1= Primary Language, L2 = Second Language	<b>Initials Verifying Competency</b>
<b>Bilingualism and Bilinguality</b>	
Understands developmental process of bilingualism and bilinguality	
Selects appropriate language use and usage when interacting with students at different developmental stages of bilingualism	
Understands role of mixing Spanish and English (code switching)	
Understands transferability of language and literacy skills between L1 and L2	
Demonstrates knowledge of similarities and differences between Spanish and English to facilitate development of language skills in L1 and L2	
<b>Intercultural Communication and Culturally Responsive Instruction</b>	
Understands cultural differences in modes of communication	
Understands effects of culturally responsive communication on student motivation, achievement and school/community climate	
Understands cultural influences on learning	
Demonstrates culturally and linguistically responsive instruction	
<b>School, Home and Community Collaboration</b>	
Views families as cultural and linguistic resources	
Demonstrates effective two-way communication with families	
Demonstrates knowledge of strategies to identify ways for families to contribute their expertise	
<b>Language and Literacy Instruction and Assessment</b>	
Demonstrates knowledge of teaching practices for language/ literacy development in L1 and L2	
Demonstrates knowledge of strategies to provide differentiated instruction based on students' language levels in L1 and L2	
Demonstrates knowledge of inter-relatedness of listening, speaking, reading and writing	
Demonstrates knowledge of using student experiences to foster language/literacy development	
Demonstrates knowledge of language and literacy assessments in L1 and L2	
<b>Content Instruction and Assessment</b>	
Demonstrates knowledge of strategies for teaching content areas in a bilingual setting	
Understands how to use student experiences to foster content learning in L1 and L2	
Understands inter-relatedness of language, literacy and content learning in bilingual settings	
Understands purpose and uses of L1 and L2 content assessments in bilingual settings	
<b>Instructional Materials</b>	
Demonstrates knowledge of strategies for evaluating materials as appropriate	
Demonstrates knowledge of strategies for developing, selecting and adapting materials	

CSUF Bilingual Authorization Program Assessment 2013

Comments:	
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\_\_\_\_\_  
Signature of Master or Cooperating Teacher

\_\_\_\_\_  
Date

**Master Teacher Information Form**  
 California State University Fullerton  
 Department of Elementary & Bilingual Education

General Information

Name	
School District	
Current School	
Current Grade Level	

Authorization to Teach English Learners

	Yes	No	Date
CLAD or LDS Certificate?			
BCC Certificate?			
CLAD Emphasis Credential?			
BCLAD Emphasis Credential?			
Specialized Authorization?			
Tenured?			

Teaching Experience

	Total	Total In this District
Number of years of teaching experience?		
Number of years teaching linguistically diverse students?		

**California State  
University Fullerton  
Elementary & Bilingual Education-Multiple  
Subject Program**

**STUDENT TEACHING & FINAL PAPERWORK  
SIGNATURE SHEET**

Please obtain the necessary signatures on all items that pertain to your program of study. A copy of this form will be placed in your file to verify that you have met all field requirements.

<b>Fieldwork Evaluation - 45/60/90 hours (circle one)</b>	<b>Fieldwork Evaluation - 30/45 hours (if applicable)</b>
School _____ Grade_____. <i>I have completed and submitted the candidate's fieldwork evaluation. The candidate received a copy.</i> Teacher _____ Date_____. Supervisor _____ Date_____.	School _____ Grade_____. <b>45 hrs-</b> <i>I have completed and submitted the candidate's fieldwork evaluation. The candidate received a copy.</i> <b>30 hrs –</b> <i>I verified candidate completed required hours.</i> Teacher _____ Date_____. Supervisor _____ Date_____.
<b>Student Teaching Evaluation – 1<sup>st</sup> Placement</b>	<b>Student Teaching Evaluation – 2<sup>nd</sup> Placement</b>
School _____ Grade_____. <i>I have completed and submitted the candidate's Student Teaching and Narrative Evaluation. The candidate received copies.</i> Teacher _____ Date_____. Supervisor _____ Date_____.	School _____ Grade_____. <i>I have completed and submitted the candidate's Student Teaching and Narrative Evaluation. The candidate received copies.</i> Teacher _____ Date_____. Supervisor _____ Date_____.
<b>Teaching English Learners</b>	<b>Teaching GATE/Special Education Learners</b>
School _____ Grade_____. District _____ Semester_____. Master Teacher _____ # English Learners _____ <i>Class must consist of a minimum of 25% EL students.</i>	School _____ Grade_____. District _____ Semester_____. Master Teacher _____ # Identified GATE students _____ # Identified SPED students _____ <i>Class must consist of a minimum of 1 GATE and/or 1 SPED student.</i>
<b>Candidates for Bilingual Authorization in Spanish</b>	

CSUF Bilingual Authorization Program Assessment 2013

<p>Candidate has demonstrated satisfactory performance in bilingual teaching competencies.</p> <p>District _____ School _____ Grade _____.</p> <p>Cooperating or Master Teacher _____ Date _____.</p> <p>Supervisor _____ Date _____.</p> <p>Candidate successfully completed methods and culture courses and demonstrated required Spanish language proficiency.</p> <p>Block Leader _____.</p>	
<p>My signature verifies that I have satisfactorily met all MSCP requirements.</p> <p>Candidate (Printed Name) _____.</p> <p>Candidate (Signature) _____.</p>	<p>My signature verifies that this candidate has satisfactorily met all MSCP requirements.</p> <p>Block Leader (Printed Name) _____.</p> <p>Block Leader (Signature) _____.</p>

**California State University Fullerton  
College of Education**

**Assessment of Spanish Language Proficiency of  
Bilingual Teacher Candidates**

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Please use the Rubric for Assessment of Spanish Language Proficiency to rate the candidate on each of the language elements listed below. Consider the candidate's performance on activities, assignments and formal exam in the EDEL/EDSC 446 course and for each element indicate with your initials whether the candidate approaches, meets or exceeds the standard for Spanish language proficiency.

<b>Language Element</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	Intermediate High	Advanced Low	Advanced Plus
Listening			
Speaking			
Reading			
Writing			

Comments:

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**California State University  
Fullerton  
Rubric for Assessment of Spanish Language  
Proficiency of  
Bilingual Teacher  
Candidates**

The following rubric is based on the proficiency levels defined by the American Council on the Teaching of Foreign Languages. The California Commission on Teacher Credentialing requires that candidates for the Bilingual Authorization meet at a minimum the standard of Advanced Low in all language categories.

<b>Elements</b>	<b>Approaches Standard Intermediate High Level</b>	<b>Meets Standard Advanced Low Level</b>	<b>Exceeds Standard Advanced Plus Level</b>
<b>Listening</b>	Able to understand stretches of dialogue on various topics pertaining to different times and places. Understanding may be inconsistent due to difficulty grasping main ideas and/or details.	Able to understand main ideas and most details of longer stretches of dialogue on a variety of topics. Comprehension may be uneven due to topic familiarity or other factors.	Able to understand main ideas of most speech in standard dialect, however it may be difficult to sustain during lengthy or especially complex communication. Beginning to become aware of culturally implied meanings beyond the surface meanings of dialogue.
<b>Speaking</b>	Can successfully handle most simple conversations involving social situations as well as general conversation on a range of topics. Errors are evident and limited vocabulary may result in hesitation. Generally understood by native speakers, although gaps in communication may occur.	Able to successfully handle conversations required in everyday and school situations. Complicated tasks (elaborating, etc.) may still be difficult. Can describe with some details, linking sentences smoothly. Communicates casually about topics of current, public and personal interest.	Able to successfully handle a broad variety of everyday and school conversations as well as discuss other topics related to interest. Beginning to be able to support opinions, explain in detail, and hypothesize. Has well-developed ability to compensate for weaknesses by paraphrasing.
<b>Reading</b>	Able to read consistently with full understanding simple texts dealing with basic personal and social needs. Basic grammatical relationships may be misinterpreted. Comprehension is less consistent than at Advanced level; may have to read several times for understanding.	Able to read longer prose with familiar sentence patterns. Gets the main ideas and facts, but may miss some detail. Comprehension comes from subject matter knowledge as well as increasing control of language. Texts include descriptions and narrations such as simple short stories, curriculum guides, journal articles and simple technical material.	Able to understand parts of text which are conceptually abstract and have complex language, and/or text with unfamiliar topics, situations or cultural references. Awareness of aesthetic properties of languages is emerging permitting comprehension of a wider variety of texts.

<p><b>Writing</b></p>	<p>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 summaries. Can express time, tense or aspect rather consistently, but not always accurately. Ability to describe and narrate in paragraphs is emerging.</p>	<p>Able to join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple letters, cohesive summaries, descriptions, and notes with details. May still make errors in punctuation or spelling. Makes frequent errors in producing complex sentences. Writing may resemble literal translation from the native language.</p>	<p>Able to write about a variety of topics with a significant precision and detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Often shows remarkable fluency and ease of expression. Under time constraints and pressure writing may be inaccurate. Some misuse of vocabulary may still be evident.</p>
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**California State University, Fullerton  
College of Education**

**Evaluation of Field Competency for Bilingual Authorization**

Candidate \_\_\_\_\_ CWID \_\_\_\_\_ Date \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_ Grade \_\_\_\_\_

Master or Cooperating Teacher \_\_\_\_\_

University Supervisor or Instructor \_\_\_\_\_

Candidate's participation in this setting: Fieldwork \_\_\_\_ # of hrs: \_\_\_\_ Student Teaching \_\_\_\_ # of Weeks \_\_\_\_

Directions: Listed below are competencies required for bilingual teaching authorization. Based on your observation of the candidate's performance, please indicate with your initials the competencies that you have observed demonstrated by the candidate.

<b>BILINGUAL TEACHING COMPETENCIES</b> L1= Primary Language, L2 = Second Language	<b>Initials Verifying Competency</b>
<b>Bilingualism and Biliterycy</b>	
Understands developmental process of bilingualism and biliterycy	
Selects appropriate language use and usage when interacting with students at different developmental stages of bilingualism	
Understands role of mixing language (Spanish/Korean) and English (code switching)	
Understands transferability of language and literacy skills between L1 and L2	
Demonstrates knowledge of similarities and differences between language (Spanish/Korean) and English to facilitate development of language skills in L1 and L2	
<b>Intercultural Communication and Culturally Responsive Instruction</b>	
Understands cultural differences in modes of communication	
Understands effects of culturally responsive communication on student motivation, achievement and school/community climate	
Understands cultural influences on learning	
Demonstrates culturally and linguistically responsive instruction	
<b>School, Home and Community Collaboration</b>	
Views families as cultural and linguistic resources	
Demonstrates effective two-way communication with families	
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CSUF Bilingual Authorization Program Assessment 2013

Comments:	
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\_\_\_\_\_  
Signature of Master or Cooperating Teacher    Date

\_\_\_\_\_  
Signature of University Supervisor or Instructor    Dat

