**Commission on Teacher Credentialing**
**Preliminary Report of Findings and Addendum**

| **Institution** | CAL STATE FULLERTON | **Program** | **BILINGUAL AUTHORIZATION (2021 standards)** |
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| **Date of Review** | NOVEMBER 1, 2022 | | |

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution's accreditation website.

| **Standards Found to be Preliminarily Aligned** | |
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General Comment: It does not appear that the program has transitioned to the new Bilingual program standards. Although programs are not yet required to be transitioned, reviewers were told the program opted to submit based on the new standards.

| Standards Requiring More Information | Comment from Program Reviewers | Response from Program |
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| **Standard 1:** Program Design | • The team found inconsistencies in relation to expectations from the old to the new BILA standards. The team recommends revision of webpages, syllabi, and narratives to match the new standards adopted in 2021 language.<br>• The team found discrepancies noted in all evidence-webpage, syllabi, and program review narrative documents-old vs new standards. | As per conversation with CTC, we have developed a Transition Plan along with revised webpages, course matrix, and syllabi to address the new BILA standards. Revised narrative can be found in the transition plan. The original narratives remain as is.<br><br>All evidence needed to address reviewer's concerns will be made available through bookmarked links to these documents and other necessary materials (as needed). |

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| | • The team found discrepancies in the BILA course sequence document.<br><br>• The team was not able to find evidence of lecturers or clinical coaches' qualifications (vitas). | The Bilingual Program Course Sequence is explained and presented in the Transition Plan and also found on the Program Website.<br><br>*Links to Lecturer Vitas:*<br>1. Instructor EDSC 446K- Unis Choi<br>2. Instructor EDSC 446V- Huong Dang<br>3. Instructor EDSC 541V- Tri Tran |
| **Standard 2:** Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs) | • It is unclear what methodology is being taught based on the information provided on course syllabi for EDSK, EDSS – 446.  Post survey in EDSC 541K is missing hyperlink.<br><br>• The team found discrepancies in course syllabi (for example, EDSC 446, Summer- student learning goals and course objectives with the new and old standards, showing BPS 1-6). It is recommended to update content to the 2021 standards.<br><br>• The team found various forms to assess candidates. Provide evidence how these connect with BTPEs. It is unclear what competencies are being assessed with the new standards.<br><br>• It is unclear, what competencies are assessed with the auto-historia, biliteracy case study, and lesson design- based on the new standards. Please clarify using new BTPEs. | Links to the EDSC 446S and EDSC 446K have been corrected.<br>The Post Survey at bottom of the EDSC 541K syllabus has been linked<br><br>Student Learning Goals and Course Objectives on EDSC 446S, and EDSC 446V have been updated and to align with the BTPEs and reflect the 2021 standards. For complete syllabi alignment with the BTPEs please see Revised Course Matrix<br><br>The Field Competency Form has been revised to show which BTPEs are connected to the competencies being assessed.<br><br>All three signature assignments are in EDSC 466. The syllabi have been revised to align with 2021 standards. Please see each assignment for a listing of BTPE's they are designed to meet:<br>Auto-historia,<br>Biliteracy Case Study |

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| | | Lesson Design<br><br>Instructors make specific connections and critically analyze how BTPEs draw and amplify TPEs within the context of bilingual education. This is an example of the crosswalk of TPEs and BTPEs used by instructors across courses. |
| | • It is unclear how candidates make connections between the universal teaching performance expectations with the BTPEs. | |
| | • The Evidence of Field Competencies form is not aligned to the new BTPEs. | Link to the revised field competency form |
| **Standard 3:** Field Experience | • The number of field experience hours. There is a discrepancy in the number of hours for field experiences required by the standards. "Field experience must consist of a minimum of 20 hours of field experience throughout the bilingual authorization program. | The program website has been updated to clarify a minimum of 20 hours fieldwork requirement. |
| | • The submitted document mentions not having a SS language immersion opportunity, how will the program provide language immersion experience for SS candidates without this opportunity? | The Transitional Plan Description of Fieldwork explains how observation opportunities are made available for candidates to complete fieldwork hours in an immersion classroom. This is not a teaching requirement. The explanation includes how these schools/classrooms are selected. |
| | • The team did not find evidence that the program ensures site-based supervisors' supporting candidates are "qualified and trained bilingual mentors." | This section in the Transitional Plan Description of Fieldwork also explains the qualifications for selecting a site-based supervisor.<br><br><br>All documentation has been updated as described in the addendum response to Standard 3. |

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| | • All documentation should be updated to meet the new field experience hours required by the new standards from 10 to 20. | |
| **Standard 4:** Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements | • The team was not able to identify evidence for Standard 4 of the new standards)-for monitoring, supporting, and assessing progress of candidates by faculty, supervisor and mentors. Provide evidence of these. | The program assures that students are supported, assessed, and monitored toward successful program completion. For example: <br> • Courses are sequentially and intentionally designed to support the candidates' progress and mastery throughout the program (see Revised Matrix). <br><br> The Program Coordinator: <br> • Works closely with all the instructors teaching the required courses to ensure pedagogical and methodological cohesiveness. <br> • Identifies placements where candidates can critically examine how Dual Language Programs operate in different settings. <br> • Collaborates with partner school districts to ensure that what is taught in the required courses is aligned with their expectations regarding bilingualism and biliteracy, academic achievement, socio-cultural competency, and critical consciousness and ideology. <br><br> Candidates are assessed throughout the program (see Revised Matrix)to access course assessments including signature assignments in EDSC 466). EDSC 466 instructors serve as fieldwork supervisors and monitor and evaluate candidates fieldwork hours. <br><br> The program coordinator and Credential Office personnel ensure candidates have met all program qualifications prior to the recommendation and application for the Bilingual Authorization (see Completion Checklist). |
| **Standard 5:** Assessment of Candidate Competence | • It is unclear the ACTFL levels set for language proficiency. | The Spanish Language Competence Matrix shows the ACTFL levels expected of candidates. |

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| | | Candidates working on their Bilingual Authorization in:<br>• Korean, Mandarin, and Vietnamese must pass CSET LOTE subtest III as proof of language competence.<br>• Khmer, Mandarin, and Vietnamese must pass CSET LOTE subtest II as proof of language competence.<br>• Spanish must pass the Spanish Oral and Written Evaluation as proof of language competence.<br><br>All the instructors teaching the required courses for the Bilingual Authorization Program at CSUF formatively assess candidates' language competence in each one of the assignments. Therefore, classes are taught 100% in Khmer, Korean, Vietnamese, or Spanish. The latter empowers candidates to develop their Pedagogical Language Knowledge (PLK) fully. |