

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION  
PROGRAM RESPONSE**

**BILINGUAL CROSSCULTURAL LANGUAGE AND  
ACADEMIC DEVELOPMENT (BCLAD)  
MULTIPLE SUBJECT CREDENTIAL (2042)**



**Submitted to  
California Commission on Teacher Credentialing**

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# **BCLAD Emphasis Addendum Submission to the 2042 Multiple Subject Teacher Preparation Program California State University Channel Islands**

## **Introduction**

This report summarizes the way in which the BCLAD standards are met by the Multiple Subject BCLAD program. This addendum is organized according to the BCLAD emphasis requirements, including the common standards, pre-conditions and program standards.

### **COMMON STANDARD 3 - FACULTY**

*Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.*

### **BCLAD Emphasis Program**

Faculty who supervise the (Bilingual) Cross-cultural, Language, and Academic Development Emphasis (BCLAD) candidates possess the language, skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual programs.

### **RESPONSE**

Each candidate for the BCLAD emphasis is supervised by a faculty member who is fully bilingual and bicultural. This includes fluency in English & Spanish, expertise in teaching in bilingual K-12 settings. Currently, CSUCI has full-time, tenure track and part-time faculty members to supervise bilingual student teachers, including:

- Carol Asari, Lecturer
- Kathleen Contreras, Lecturer
- Manuel Correia, Assistant Professor
- Lillian Vega Castaneda, Professor
- Monica Duran, Lecturer
- Alisa Greenstate, Lecturer
- Francisco Garcia, Lecturer
- Rafael Perez, Lecturer

### **COMMON STANDARD 5 - ADMISSION**

*In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high*

*academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.*

### ***BCLAD Emphasis Program***

*Candidates seeking the bilingual (BCLAD) authorization must be assessed to determine eligibility for entry into the program. The institution must verify, during the program or at its completion, that the candidate has attained, in listening, reading, speaking and writing, a language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute. The Commission has established examinations that assess these competencies in the language commonly utilized in bilingual education in California.*

### **RESPONSE**

Students who wish to complete the BCLAD Emphasis in Spanish must pass all areas of language proficiency prior to completion of program on the CSET: LOTE Subtest III (Spanish), which includes assessment on Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Language and Communication: and Oral Expression. Currently, as a professional act of encouragement and support, our Teacher Diversity program finances the test fees for the BCLAD candidates. Please visit the CCTC [http://www.cset.nesinc.com/CS14\\_testselection.asp#lote](http://www.cset.nesinc.com/CS14_testselection.asp#lote) for specific test information.

### **COMMON STANDARD 6 – ADVICE AND ASSISTANCE**

*Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retain in each program only those candidates who are suited for entry or advancement in the education profession.*

### ***BCLAD Emphasis Program***

*Each candidate is provided with timely information about the language examination, such as times and dates of administration.*

*The program provides opportunities for candidates to acquire and/or enhance their language and cultural competencies.*

### **RESPONSE**

Students receive regular updates regarding the administration of CCTC approved language examinations in several ways, including timely notification through the Teacher Diversity program, announcement posted on BlackBoard, and email announcements sent to all students enrolled in the pre-requisite courses. Additionally, our candidates are advised via the Liberal Studies Option and through faculty, that they may take courses in

the Spanish Program, which offers Spanish coursework from the beginning to advanced levels.

With respect to language and cultural competencies, the coursework in two of the three required classes for the BCLAD emphasis (EDML 563 & 564) are taught 50% in Spanish in order to develop professional and academic Spanish language skills. In addition, students converse, discuss, and debate relevant issues in bilingual education and write their assignments in Spanish as pertinent to the course requirements.

In addition, the Spanish Program offers coursework in preparing candidates for Spanish use in an educational context. We also provide our students with information regarding international study abroad programs in Spanish-speaking countries, including Spain and Cuernavaca, Mexico; two of our Spanish professor's are involved in both of these academic and cultural opportunities. As part of the pre-requisite program, our candidates complete coursework in both multicultural foundations -(EDUC 512 – Equity, Diversity and Foundations of Schooling and in Latina/o specific cultural issues, EDUC 445 – The Chicano Mexicano Child and Adolescent, where fieldwork as community service engages students in the Mexican community, tutoring students in both Spanish and English in a variety of academic subjects, grades K-8.

#### **COMMON STANDARD 7 - SCHOOL COLLABORATION**

*For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.*

#### ***BCLAD Emphasis Program***

*The field settings are appropriate for the Bilingual, Cross-cultural, Language, and Academic Development Emphasis (BCLAD) authorization. The Bilingual Cross-cultural, Language and Academic Development (BCLAD) candidates are also placed in teaching settings where literacy and academic content are taught in the language of emphasis for at least one extended teaching assignment.*

#### **RESPONSE**

BCLAD candidates are placed in a fieldwork/student teaching setting where bilingual (Spanish/English) teaching and learning occurs. Every effort is made to place students in a bilingual classroom placement with a certified BCLAD teacher both semesters. The BCLAD candidate has at least one fieldwork and one student teaching experience in a bilingual setting, with a certificated bilingual teacher. Each candidate practices helping with and eventually teaching literacy and academic content in Spanish and in English. We make an effort to provide bilingual student teaching in both semesters. Each BCLAD candidate also completes two primary language courses during both semesters: EDML 563 - Primary Language Pedagogy and Literacy I and EDML 564 – Primary Language Pedagogy and Literacy II. EDML 564 also includes visitations to a variety of bilingual program models within our region, including visits and mini-lectures in dual language

programs (50/50, 90/10, 80/20); transitional programs (early and late-exit models) and SDAIE/GLAD (Guided Language Acquisition Design) focused programs.

### **COMMON STANDARD 8 – DISTRICT FIELD SUPERVISORS**

*Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subjects of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.*

#### ***BCLAD Emphasis Program***

*Each classroom teacher who supervises one or more student teachers is (a) certified, (b) experienced in teaching the subjects of the class, (c) a model of effective instruction for LEP students, (d) trained in supervision and oriented to the supervisory role, and (e) appropriately evaluated.*

*Teachers who supervise Bilingual Cross-cultural Language, and Academic Development (BCLAD) candidates possess a valid bilingual credential or certificate and model effective bilingual and multicultural instruction.*

### **RESPONSE**

Each district field supervisor for the BCLAD candidates is certificated/credentialed to teach English Learners and has experience in, and teaches in a bilingual (Spanish/English) classroom setting. The district-employed field experience supervisor may hold a BCLAD certificate, a bilingual certificate of competency or other approved California bilingual credential. The CSUCI bilingual faculty member acts as the institutional contact for the supervisor to communicate with, on questions and/or issues regarding the bilingual placement and experience.

### **PROGRAM STANDARDS**

#### **PROGRAM STANDARD 2 – DEVELOPMENT OF PROFESSIONAL PERSPECTIVES**

*Prior to or during the program, each candidate studies essential themes, concepts and skills related to the subjects to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.*

#### ***BCLAD Emphasis Program***

*Prior to or during the program, each candidate demonstrates an understanding of essential themes, concepts and skills related to the subjects and first and second language development including knowledge of the history, traditions, and the legal foundations of the field, its role in the curriculum, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to significant issues, theories and research in education.*

*Additions to the factors to consider:*

- *Each candidate demonstrates an understanding of the language(s) used as the medium of instruction*
- *The course of study includes intensive study of pedagogical approaches and materials for teaching the subjects and language(s) to be authorized by the credential, such as state curriculum documents and the curricular recommendations of professional associations in education;*
- *Each candidate demonstrates an understanding of the legal foundations of the field*
- *Coursework prior to or during the program presents information about the historical and contemporary status of linguistic and cultural groups, with emphasis on their contributions in the subjects to be taught;*
- *The program provides opportunities for each candidate to develop the cross-cultural knowledge and multicultural competencies necessary to interact effectively with children and adults from linguistically and culturally diverse groups.*

### **RESPONSE**

The Multiple Subject program fosters candidates' development of professional perspectives beginning at the outset of the program and continuing to its conclusion. The content and experiences offered in courses and field experiences provide for candidates' growth and development related to the specific areas of this standard. (Please reference the Multiple Subject 2042 document for more information about our program offerings and development of professional perspectives).

- Several undergraduate course (taken as part of the Liberal Studies Program) , EDUC 101 – Introduction to Elementary Schooling and EDUC 320 – Education in a Modern Society and one pre-requisite course, EDUC 512 – Equity, Diversity and Foundations of Schooling, lay the foundation for candidates beginning their careers as educators.
- In several courses, namely EDUC 512 – Equity, Diversity and Foundations of Schooling, ENGL 475(pre-requisite) – Language and Social Context and EDMS 522 – Literacy 1: Multicultural/Multilingual and EDMS 523- Literacy 2: Multicultural/Multilingual, students discuss current issues, trends and research related to the subjects to be taught in the schools, including balanced literacy programs, bilingual education, immersion education, sheltered techniques, specially-designed instruction in English (SDAIE), two-way immersion, year-round schooling, alternative forms of assessment, integrated thematic instruction and appropriate uses of technology in teaching and learning.
- BCLAD candidates learn about and apply the various California State Curriculum Frameworks and content standards and examine state and national documents in order to acquire additional knowledge about content, scope and sequence, and instructional strategies utilized in the California schools, (e.g., English Language Arts Framework, Reading and Language Arts Standards, English Language Learner Standards. Additionally, candidates examine the various approaches to

- the design and delivery of bilingual curriculum and instruction in California, e.g., primary language and literacy, primary language content, English as a Second Language.
- Provisions are made for discussion of the historical, social, philosophical and psychological aspects of curriculum and instruction, and relevant issues and trends such as grouping of students in mainstream and cross-cultural contexts, grading, and roles of the teacher. These discussions begin in the pre-requisite courses (EDUC 512; ENGL 475) and continue throughout the methods instruction (EDML 563 & EDML 564) and student teaching seminars and student teaching experience.
  - BCLAD candidates meet, several times throughout the two semesters, with district-level administrators and bilingual teachers working within diverse types of bilingual program models, to participate in district meetings on pertinent academic and cultural issues relating to English language learners. For example, students participated in a cultural workshop on working with a growing indigenous immigrant population (Oaxaca, Mexico), who live and work in our service area. Students also participated in a multi-district, professional collaboration (CABE, ACSA, Ventura County Reading Association) on the development of ELL academic language at a district site.
  - During the field experience, the BCLAD candidate has opportunities to observe the education process and to reflect on those observations/practices (e.g., through seminar discussions, reflective writing and journals with faculty and university supervisors.
  - As reflected in coursework and applied in the field, BCLAD candidates analyze the work of major education theorists, and are expected to study and apply research on effective instruction in mainstream settings, as well as in bilingual and multicultural settings, with respect to instruction for English Learners/Spanish speaking students. (Please refer to the course syllabi for ENGL 475, EDUC 512, EDML 563, EDML 564, EDMS 522 & EDMS 523). These are attached to the 2042 MS document. It should further be noted that ALL candidates in the BCLAD/2042 program must demonstrate an understanding of the sociocultural/linguistic context which may impact student performance, as well as teachers' thinking and perceptions/expectations of students. Specific activities and related readings address cross-cultural knowledge and multicultural competencies (EDUC 512, ENGL 475 & EDUC 445).
  - All candidates for the 2042 credential earn an English Learner Authorization. Much of the 2042 Multiple Subjects Program focuses on preparing candidates in the theoretical/conceptual framework for work with linguistically diverse students in a variety of classroom settings, including English Only, mainstream, multiple language, multicultural.
    - o Of note: For candidates wishing to acquire the BCLAD Emphasis, 2 additional courses are required: EDML 563 – Primary Language Pedagogy 1 and Literacy and EDML 564 – Primary Language Pedagogy and Literacy 2.
    - o BCLAD candidates are not grouped into a separate cohort, and are integrated into cohorts with non-bilingual 2042 candidates. However,

BCLAD students take the 2 primary language and pedagogy courses together, and, the course is taught half in Spanish.

### **PROGRAM STANDARD 3 – ORIENTATION TO HUMAN DEVELOPMENT & EQUITY**

*Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.*

#### ***Expansion of the Standard (BCLAD) – Standard 3a***

*Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize the developmental stages of children and adolescents including first and second language development. Factors to consider:*

- *Each candidate examines theories of human learning and cognition, including first and second language acquisition and studies ways to identify students' preferred learning modes or styles.*
- *Each candidate examines the social, psychological, cultural and economic factors that affect first and second language development use;*
- *Each candidate is provided with the opportunity to learn about the diversity of other educational systems in the international community to better understand the educational needs of diverse students;*
- *Each candidate has an understanding of the “deficit models” of language and culture and is provided with enrichment models in his/her preparation;*
- *Each candidate examines the social and psychological factors that empower students in the educational system.*
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#### ***Equity – Standard 3b***

*Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and educational practices.*

*Factors to consider:*

- *Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students from ethnically, culturally, racially and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions.*
- *Professional educational coursework provides historical, legal, social, political, economic, and multicultural/multilingual perspectives on the role of education and schools in the local community and in different societies.*

### **RESPONSE**

Prior to entering (and within) the MS 2042 program (and consistent with BCLAD Standard 3a in terms of content) candidates must take 3 three-credit courses: ENGL 475 – Language & Social Context, EDUC 512 – Equity, Diversity and Foundations of Schooling and EDUC 510 - Learning Theory & Development Applied in Multicultural Contexts



In **ENGL 475: Language & Social Context**, candidates are introduced to the foundations of first and second language acquisition and development within a sociocultural and sociolinguistic context. Issues of first and second language development is an ongoing focus as candidates enter the program (EDMS 522 & EDMS 523, Literacy 1: Multicultural Multilingual and Literacy 2: Multicultural/Multilingual, respectively).

In **EDUC 512, Equity, Diversity & Foundations of Schooling**, issues of culture as “difference” and in relation to language for English Only, English Learner and other language contexts, ethnicity, class, race, gender, sexual orientation are addressed. Includes discussion and activities related to differences in terms of language, culture, learning styles, and motivation, as well as district, school and classroom practices that either undermine or promote educational and social equity.

In **EDUC 510 – Learning Theory & Development Applied in Multicultural Contexts**, candidates address the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition.

**EDUC 512 – Equity, Diversity & Foundations of Schooling** – Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse families, families, schools and communities and student’s self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity, implications for daily classroom practice.

**ENGL 475 –Language in Social Context** – Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed are differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

**EDUC 510 – Learning Theory & Development Applied in Multicultural Contexts.** Introduction to the psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

**EDUC 445 – The Chicano/Mexicano Child and Adolescent** – Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and

immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project, focusing on resources and issues within bilingual/bicultural communities.

Part of the 2042 Multiple Subject Program includes continued emphasis and development of knowledge related to language and literacy for English Only and second *language learners*. In EDMS 522 & EDMS 523, candidate's students learn about the critical role that literacy plays in overall academic success:

**EDMS 522 – Literacy 1: Multicultural/Multilingual.** Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English Language Learners in English-only, Multilingual, and Bilingual contexts; literacy and language needs of English Language Learners and exceptional children; technology for teaching and learning is integrated.

**EDMS 523 – Literacy 2: Multicultural/Multilingual.** Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

Candidates explore and critically analyze various conceptual frameworks that support the education of English Learners; deficit, enrichment, subtractive, additive and inclusive models of education are developed and analyzed at the local, national and global contexts, in several courses including: ENGL 475, EDUC 512, EDML 563, EDML 564 & EDUC 445.

### **PROGRAM STANDARD 5 – PREPARATION FOR MULTICULTURAL EDUCATION**

*Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.*

#### **BCLAD Emphasis – Preparation for Multicultural and Multilingual Education**

*Prior to or during the program, each candidate engages in multicultural and cross-cultural study and experiences, including first and second language acquisition and successful approaches for the education of linguistically and culturally diverse students.*

*Additions to the factors to consider:*

- *Each candidate examines effective ways to include cultural traditions and involve parent and community members in school activities;*
- *Prior to or during enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and or socio-economically different from candidates;*
- *Each candidate has the opportunity in the program to develop multicultural competencies, to examine racism and to evaluate personal attitudes towards people of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individuals with differing handicapping conditions.*
- *Coursework prior to or during the program provides opportunities for each candidate to learn about the impact of social, political and economic issues (such as immigration, urbanization and discrimination) on linguistically and culturally diverse groups and their educational status and attainments.*
- *Each candidate examines the social patterns and economic and political context of contemporary immigrant groups and their experiences in the country of origin and the impact of this context on teaching strategies.*
- *Each candidate in the program has the opportunity to examine the process of acculturation and assimilation and other concepts relevant to the adaptation of immigrants to American society.*

### **RESPONSE**

As the majority of Multiple Subject teacher education candidates at CSUCI are liberal studies majors, students are exposed and engaged in cross-cultural study. Topics related to language acquisition, language structure, methodology of bilingual, ESL and content area instruction, as well as culture and cultural diversity serve as the foundation for the preparation for teaching English Learners. The theme of diversity and inclusion is demonstrated throughout the program, beginning with the University Mission Statement and introductory/prerequisite courses.

Candidates also experience and participate in culturally diverse schools prior to and during the program. Candidates are encouraged to observe and participate in culturally diverse schools and classrooms in the liberal studies or undergraduate courses (e.g., EDUC 101- Introduction to Elementary Schooling which includes 30 hours of field experience in the elementary school. Further, one field experience assignment in the Multiple Subject Credential Program must be in a setting where a significant number of the students are representative of a culture different from the candidate.

During coursework, 2042 Multiple Subject candidates examine and analyze various notions of culture and language with regard to learning and instruction. EDUC 512 – Equity, Diversity & Foundations of Schooling is a prerequisite course for students entering the credential program. This course focuses on generic issues of culture (e.g., the nature of culture, manifestations of, and cultural diversity in California, the US and global). This course explores culture within a socio-cultural/sociolinguistic context. It is designed to contribute to the candidates' thinking about children from ethnic and linguistically diverse backgrounds. As students acquire a socio-cultural conceptual framework for working with diverse students, they begin to apply these in the classroom

setting during fieldwork and student teaching. Additionally, candidates examine notions of racism and critical evaluation of their own personal attitudes toward racism, bias, etc.

In the learning and instruction course, EDUC 510 – Learning Theory & Development Applied in Multicultural Education Contexts, the candidate prepares lessons that are specially developed to address the specific needs of students from linguistically and culturally diverse backgrounds. They prepare lessons utilizing English Language Development and Specially Designed Academic Instruction in English. Lesson development and delivery in a variety of instructional settings is part of the preparation, including English Only, multilingual and bilingual. During EDML 522 & EDML 523, students further examine personal notions of language and literacy with respect to English Learners. In EDUC 451 – The Chicano/Mexicano Child, a requirement for BCLAD students, and highly recommended for CLAD candidates, examine socio-cultural experiences and political/economic realities pertinent to the daily lives of Latina/o, Mexican origin children and adolescents, including discussions of bilingual education research and practice.

BCLAD students further develop the core of their understanding of language and literacy application for Spanish speaking students during EDML 563 and EDML 564 – Primary Language Pedagogy & Literacy. Candidates are instructed and engaged in pertinent knowledge, skills, and abilities required in two areas of knowledge: **Foundations of Bilingual Education and Bilingualism and Biliteracy.**

### **Foundations of Bilingual Education**

- Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education;
- Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education);
- Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States;
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) and additive perspectives of bilingual education.

### **Bilingualism and Biliteracy**

- Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy and implications of this research for instruction and assessment in bilingual education settings.
- Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model)

- Demonstrate understanding of the transferability of language and literacy skills.

### **PROGRAM STANDARD 6 – PREPARATION STUDENT TEACHING RESPONSIBILITIES**

*Prior to assuming daily student teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The Program offers adequate opportunities to learn knowledge and skills that are pertinent to Standards 11 through 20 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.*

#### ***BCLAD Emphasis***

*Prior to assuming daily teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The program offers adequate opportunities to acquire the knowledge and skills that are pertinent to Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential to ensure that students have equal access to the core curriculum and (b) communication skills including the integration of speaking, listening, reading and writing to students from linguistically and culturally diverse groups.*

#### **RESPONSE**

Beginning in 2001 with the arrival of the first group of faculty, members of the CSUCI faculty met with area educators to begin the development of the credential programs at CSUCI. With the addition of new tenure-track faculty, we have continued to refine our programs. An important aspect of the Education Program (beginning in 2001 and continuing today, 2007) is the emphasis on preparing our candidates to address issues of first and second language acquisition and pedagogy, curriculum and instruction based on research in the areas of first and second language acquisition, effective English language development instruction across the curriculum, and effective instruction in multiple-language settings (Faltis, 2007; Cummins, 1994; Cook, 2000; Cazden, 1992; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002; MacSwan & Pray, 2005; Watson-Gegeo, 2004). The number of students who are English language learners in California continues to increase. We understand that our students must be equipped to address the needs of children from diverse language and cultural contexts.

Our credential candidates are introduced to the critical competencies and practices (ongoing) associated with Program Standard 6, in coursework and field experiences. These competencies are reinforced during the student teaching experience. These competencies include effective theory and practice in mainstream and in specific multi-language and bilingual classroom settings with respect to various approaches to instruction, e.g., SDAIE (Specially Designed Academic Instruction in English), GLAD strategies, primary language instruction (for BCLAD candidates) and English Language Development. Each candidate is prepared to work with a variety of issues that may be present in any given classroom situation, including a mix of English Only & EL's. During EDML 522, Literacy 1: Multicultural/Multilingual, Literacy 2:

Multicultural/Multilingual, candidates learn about (1) theory and practice in reading and language instruction (for EO and EL students); (2) utilize information (gained through coursework, readings, cooperative group work, lectures and assigned observations during fieldwork) on first and second language acquisition theory, to plan and deliver lessons that incorporate general language and literacy instruction. Students are expected to plan reading instruction for ALL students, regardless of their language background. Candidates have in-class and field-work opportunities to plan curricular and instructional activities in a variety of contexts, including second language & literacy instruction. Students learn skills in ENGL 475 and EDUC 512 related to oral, written and nonverbal communication in English.

BCLAD candidates take further coursework EDML 563, Primary Language Pedagogy & Literacy 1 and EDML 564, Primary Language & Literacy 2, that is taught half in Spanish, and models various bilingual instructional methods which can be applied to the fieldwork and student teaching experiences. These courses are taught in Spanish and English. The primary language courses prepare the candidate for teaching content, knowledge, and skills in Spanish, including language and literacy instruction. EDML 563 covers grades K-3 and EDML 564 covers grades 3-8. The following competencies are covered across the 2 courses.

- the nature of language and literacy teaching and learning in the primary language (e.g., content, oral, support)
- interpretation and application of knowledge and skills related to organizing for instruction in two languages
- methods of Spanish language and literacy instruction in bilingual settings
- effective use of primary language and literacy curricular materials for K-8 classroom instruction
- lesson planning for primary language and literacy instruction for grades K-3 across the content areas and for language and literacy instruction
- analysis of the interrelationship between various types of bilingual programs, e.g., two-way, dual immersion, early/late exit.

During the pre-requisite EDUC 512 – Equity, Diversity & Foundations of Schooling, candidates learn about underlying cultural influence/s of communication and interaction in a given context. Students analyze sociocultural contexts and potential match/mismatch in a given school/instructional setting. Nuances such as non-verbal communication are studied within the context of overall classroom implications, and with respect to the individual child. Research shows that for English Learners, there is often a cultural mismatch between home and school cultural norms, and ways of communicating, interacting, and approaches to learning and task accomplishment. Often, this occurs at an implicit, invisible level. This type of cultural exchange may contribute negatively to the teachers' ideas, notions and perceptions of the students ability to succeed in school. EDUC 512 provides a strong theoretical base (as supported in group processes, readings, lectures) with direct classroom applications. (See course syllabus for EDUC 512).

With respect to the competencies associated with the culture of emphasis (Latina/o), BCLAD students take EDUC 445 – The Chicano/Mexicano Child and Adolescent as a

pre-requisite. Students are advised to take this course as part of the undergraduate Liberal Studies degree, in order to assimilate and construct the knowledge gained as before or during student teaching in a bilingual setting. In this course, students examine the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. The course focuses on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices are used as a resource for teacher knowledge and pertinent classroom projects with respect to the culture of emphasis. A field study requirement involves working in a child-centered setting or related service project, focusing on a Mexican-origin community.

For more information regarding the inclusion of teaching strategies that promote equal learning opportunities in the classroom (including effective approaches to teaching culturally, linguistically, racially, ethnically, socially diverse students) please refer to the various course outlines and readings lists that are found in the course syllabi (check the attached 2042 Multiple Subject Document for EDUC 512, ENGL 475, EDUC 445, EDUC 510, EDMS 522, EDMS 523, EDML 563, EDML 564).

A basic principle of the 2042 Multiple Subject Credential program is to provide candidates with the knowledge and understanding of theory surrounding first and second language acquisition and its role in the acquisition of academic English (language & literacy). Candidates learn (during academic courses such as ENGL 475, EDUC 512, EDMS 522 & EDMS 523) the relationship between sociolinguistic notions of culture and its relationship to language and learning, including principles of language structure. Candidates focus on ways of communicating, knowing and relating (as culture) in a cross-cultural context. The program provides candidates with a vision of teaching as an ethical, intellectual and self-reflective, analytical endeavor as they prepare to work with English Learners.

BCLAD candidates have multiple opportunities to (practice) and apply theories related to primary and second language instruction and learning during class simulations and authentic classroom situations, during fieldwork and student teaching. BCLAD candidates have opportunities to integrate their academic/subject matter knowledge in real classroom situations, in both bilingual and monolingual contexts, thus addressing the needs of English Learners. The following courses are at the core of the BCLAD emphasis: ENGL 475, EDUC 512, EDMS 522, EDMS 523, EDML 563, EDML 564, EDUC 445 and specifically address the skills needed for working with students from linguistic and cultural diverse backgrounds.

#### **PROGRAM STANDARD 7 – FIELD EXPERIENCE PRIOR TO STUDENT TEACHING**

*Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c)*

*prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.*

### ***BCLAD Emphasis***

*Each candidate's field experiences prior to assuming daily teaching responsibilities include at least one extended experience as an observer and participant in a class in which a substantial proportion of the students are limited-English proficient and are receiving instruction designed for LEP students which includes first and second language acquisition and specially designed academic instruction in English.*

### **RESPONSE**

BCLAD candidates complete two semesters of fieldwork and student teaching in a culturally diverse setting and at least one assignment (though both assignments are emphasized, as diverse models of bilingual programs exist in our region) occurs in a designated bilingual classroom where both Spanish and English instruction is provided. Placement is made with cooperating teachers who hold bilingual credentials and/or certificates.

Some observation and participation experiences include the following activities conducted in Spanish & during ELD instruction: reading a story to a small group or whole class, developing questions for use with a story, teaching a creative writing lesson, teaching an art lesson, conducting class opening activities, preparing bulletin boards, observing and participating in recess activities, working with students during language arts, math, developing learning activities, observing a parent-teacher conference. These recommended activities are debriefed with faculty within pre-requisite courses 520-01.

### **PROGRAM STANDARD 8 – ADVANCEMENT TO DAILY STUDENT TEACHING RESPONSIBILITIES**

*In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission, or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination.*

### ***BCLAD Emphasis***

*In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. Each candidate for the bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) shall be assigned to a classroom setting where the language of emphasis is the primary language. The assignment shall occur*



*when candidates attain the appropriate language proficiency in the language of emphasis.*

### **RESPONSE**

Each BCLAD candidate completes the California Subject Examination for Teachers (CSET) Multiple Subjects examination for subject matter preparation prior to admission. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program. Additionally, each BCLAD candidate must pass the CSET/LOTE examination for the language of emphasis, Spanish, prior to or concurrent with advancement to daily student teaching responsibilities. Currently, as a professional act of encouragement and support, our Teacher Diversity program finances the test fees for the BCLAD candidates. Students are instructed to review the following website for further information including test specifications and registration information: [www.cset.nesinc.com](http://www.cset.nesinc.com) and [http://www.cset.nesinc.com/CS14\\_testselection.asp#lote](http://www.cset.nesinc.com/CS14_testselection.asp#lote)

### **PROGRAM STANDARD 10 – READINESS FOR DIVERSE RESPONSIBILITIES**

*Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.*

#### ***BCLAD Emphasis***

*Each candidate for the (Bilingual) Crosscultural, Language, and Academic Development Credential (BCLAD) teaches students of diverse ages, abilities, and cultural, ethnic, linguistic, racial, socio-economic backgrounds. Each candidate assumes the responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom. In their field experiences, candidates utilize recognized teaching strategies for language and content area instruction.*

*In addition, candidates must be prepared to teach in multicultural settings which reflect the diversity of California schools. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age, ability and/or cultural, linguistic, racial, and ethnic, socio-economic background.*

### **RESPONSE**

Field experiences involve the candidate experiencing placement at two sites in two separate student teaching assignments. At least one site is in a classroom setting that reflects diversity in terms of language, cultural, racial, ethnic, and/or socio-economic backgrounds of the students. This site must include second language learners where the student teacher is able to engage in planning and delivery of instruction, including ELD, SDAIE, and ELD.

For the BCLAD candidate, at least one student placement (though two placements are usually emphasized as diverse models of bilingual programs exist in our region) in a

designated bilingual setting (e.g., a classroom that offers language, literacy and content instruction in Spanish and also English Language Development and SDAIE as appropriate). Placement may be in a dual immersion/two-way bilingual classroom, transitional bilingual education classroom, early/late exit program. There is a concerted effort to provide BCLAD candidates with substantial primary language (Spanish), ELD, SDAIE and mainstream (EO) experiences.

Each placement must vary in terms of grade level assignment. Each candidate is assigned to both a lower and upper grade student teaching experience. Candidates are introduced to the classroom day to day activities of the classroom, beginning with the field experience and later, in student teaching. During student teaching, as the candidate learns the daily routines and subject matter/teaching responsibilities, s/he assumes “graduated” responsibilities, indeed taking over the daily class activities, including teaching, planning and supervision.

### **PROGRAM STANDARD 11 – STUDENT RAPPORT AND CLASSROOM ENVIRONMENT**

*Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, learning, multicultural understanding and equity, and that fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.*

#### **BCLAD Emphasis**

*Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, multicultural understanding and equity, fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.*

- *Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g., eye contact, physical proximity, and physical contact) that is culturally appropriate;*
- *Each candidate models behaviors that demonstrate and promote cultural and linguistic sensitivity.*

#### **RESPONSE**

BCLAD candidates (along with their 2042 peers) address this standard in several courses, particularly in EDUC 512, ENGL 475, EDML 563, EDML 564, student teaching and during student teaching seminars. Several examples illustrate experiences provided to foster attainment of this standard:

- candidates are placed in classrooms where this standard is evident;
- candidates share via fieldwork/student teaching experiences how student rapport is established, within a multicultural context;
- candidates design thematic/multicultural based panel presentations that address this program standard (See EDUC 512 syllabus);
- candidates reflect on their interactions with students through journal writing, quickwrites & reflection.

- Candidates are introduced to a research-based program called *Bridging Cultures*, which focuses on the differences between immigrant and native-born cultures and ways to bridge the communication gaps.

It should be noted that the cooperating teacher documents the candidate's ability to establish student rapport, including a positive classroom learning environment as part of the evaluation. Candidates are expected to reflect on cross-cultural exchanges. This assists in raising the level of understanding toward group dynamics based, in part, on the candidate's ideas about diversity. Candidates are able to reflect on their findings and plan how to incorporate this into the classroom setting. Additionally, during EDUC 512, candidates are asked to assess their own growth and views toward teaching within a cross-cultural context. This may take the form of pre/post writing activities, where candidates describe their thinking, beliefs, assumptions and perceptions with regard to ethnic, linguistic diverse instructional settings, students and community.

BCLAD candidates develop lesson plans and integrated units of instruction that specifically address primary language literacy and content knowledge attainment (EDML 563 & EDML 564). For example, candidates work in cooperative teams to simulate grade-level teaching, in order to develop a science-related learning unit, taught in primary language with supplementary instruction using SDAIE strategies. These units emphasize the development of academic language in Spanish, ELD using the focused approach, and GLAD strategies. CLAD/BCLAD candidates are also prepared to teach content via SDAIE (Specially Designed Academic Instruction in English). BCLAD candidates are also introduced to GLAD strategies. GLAD strategies promote English language acquisition, academic achievement, and cross-cultural skills. Candidates study a variety of grouping configurations to be used with the students, based on language need, ability, and other ad-hoc configurations.

## **STANDARD 12 – CURRICULAR AND INSTRUCTIONAL PLANNING SKILLS**

*Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.*

### ***BCLAD Emphasis***

*Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings and provide equal access to the core curriculum.*

- *Each candidate demonstrates the ability to provide access to the core curriculum by adapting and relating it to student backgrounds and interest and by using teaching strategies that are effective for limited English proficient students;*
- *Each candidate demonstrates the ability to work with paraprofessionals and volunteers in the classroom;*
- *Each candidate, through writing and planning units of instruction demonstrates crosscultural understandings with multidisciplinary approaches that integrate language acquisition strategies.*

## **RESPONSE**

Candidates are expected to have skills in daily lesson planning and unit planning. Lesson and Unit planning are skills that are taught and assessed in EDUC 520 – Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. During this course, candidates observe children’s behavior in multilingual/multicultural and inclusive classrooms. They learn and apply assessment principles and tools, learn how to communicate with families, and organize and write lesson plans for instruction. During EDML 563, EDML 564, EDMS 522 & EDMS 523, candidates further develop lesson planning skills in the form of unit planning, including a full teaching unit focusing on effective ELD, SDAIE, GLAD strategies, emphasizing high academic language and targeting grade-level content standards. Candidates develop learning units, taught in primary language with supplementary instruction using SDAIE strategies. These units emphasize the development of academic language in Spanish, ELD using the focused approach, and some GLAD strategies. The primary language courses require students to plan units that are themed, related to language and literacy and/or content. During the language & literacy courses (522/523) the candidates develop lesson plans and integrated units that address second language learners, with respect to literacy and ELD.

### **PROGRAM STANDARD 13 – DIVERSE AND APPROPRIATE TEACHING**

*Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.*

#### ***BCLAD Emphasis***

- *Each candidate plans and uses instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds;*
- *Each candidate prepares and utilizes strategies, techniques, activities and materials that capitalize on students’ prior experience and learning styles.*

## **RESPONSE**

All courses address teaching students from multiple primary language backgrounds. Candidates are taught and modeled a variety of instructional strategies that are appropriate for a diverse student population. With respect to BCLAD, candidates learn important teaching strategies and techniques that foster learning and positive self-esteem, along with the underlying principles that relate to equity and access (EDUC 512, EDUC 445, EDML 563, EDML 564). Issues of first and second language acquisition and specific Spanish language methodology are addressed, especially in EDML 563 & EDML 564. Examples of experiences that foster attainment of the standard include:

- lectures, assigned readings and class discussions on learning styles, best practice to meet the needs of culturally and linguistically diverse students;
- presentation and modeling of instructional strategies and activities that are appropriate for students from diverse backgrounds;
- cross-cultural simulations, such as Bafa Bafa, and various others which illustrate diverse perspectives;

- field experience placements in diverse school settings;
- lesson planning to meet diverse cultures, languages, learning styles & interest;

We strive to assess this competency with our candidates. Some means of assessment include:

- assessment of lessons and units planned for diverse classroom contexts through direct feedback, reflective writing, use of portfolios and holistic scoring and peer feedback;
- demonstration, mini-lessons which students model as part of a larger lesson and receive feedback from instructor & peers
- course exams
- observations by university supervisor and cooperating teachers that provide feedback to the candidate regarding the instructional appropriateness of the lesson.

All work addresses students from a variety of cultural, linguistic, and ethnic backgrounds. We strive to build on the candidates prior knowledge with respect to language and culture. In turn, we ask that our candidates take into consideration the prior knowledge of the student, consideration for learning styles, student interest and various instructional strategies, activities and materials that fit the given lesson.

#### **PROGRAM STANDARD 14 – STUDENT MOTIVATION, INVOLVEMENT & CONDUCT**

*Each candidate motivates and sustains student interest, involvement and appropriate conduct equitably during a variety of class activities.*

##### ***BCLAD Emphasis***

*Each candidate encourages all students to excel and promotes the involvement of students of different cultural, linguistic, racial, ethnic, soci-economic backgrounds and with individual handicapping conditions in all classroom activities.*

#### **RESPONSE**

Student motivation, involvement and conduct are essential to learning; they are the addressed throughout the program. Candidates are expected to be able to motivate and sustain students' interest, involvement, appropriate conduct, and citizenship in a variety of ways and in diverse contexts. During EDUC 510, Learning Theory and Development Applied in Multicultural Education Contexts, candidates learn about theories, principles, and research findings on motivation, student involvement, and conduct, and with respect to linguistic and culturally diverse students and classroom settings. These competencies are reinforced in the various methods courses. The following serve as examples of experiences that foster attainment of the standard:

- lecture, readings, and discussions on theories, principles, and research findings on the topics of student motivation, student involvement/active participation, appropriate conduct, and active citizenship;
- use of culturally-relevant children's literature, modeling diverse cultures, with an emphasis on Spanish-speaking cultures;
- demonstrations of instructional strategies and activities that increase motivation and involvement;

- course instructor's model behavior that generates motivation and involvement;
- observing and recording strategies and materials used in classroom settings where there are students of diverse language, cultural, racial and socioeconomic backgrounds – for their appropriateness in terms of generating interest, involvement, appropriate conduct and active citizenship;
- observing classroom management in a variety of settings and assessing their affect on the conduct of students;

With respect to assessment, several examples include:

- observation and feedback to candidate on use of principles of learning including reinforcement in maintaining appropriate student conduct;
- critically assess children's literature for cultural, gender, racial, and social bias.
- candidate's journal listings and analysis of motivation and involvement strategies observed during field experience & student teaching and debrief with cooperating teacher;
- cooperating teacher and university supervisor's documentation of the candidate's ability to motivate and sustain student interest, involvement, and appropriate conduct as part of the written evaluation instruments.

### **PROGRAM STANDARD 15 – PRESENTATION SKILLS**

*Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.*

#### ***BCLAD EMPHASIS***

*Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.*

- *Each candidate demonstrates an understanding of the aspects of receptive and productive aspects of language development;*
- *Each candidate for the BCLAD Emphasis authorization provides an appropriate model of language including phonology, morphology, syntax, semantics, discourse, and pragmatics in English and the language of emphasis and is qualified to deliver curriculum content so that students understand it in English and the language of emphasis.*
- *Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.*

#### **RESPONSE**

Candidate's verbal (oral and written) and non-verbal communication is expected to be clear and effective for all. Students must demonstrate this expectation in interviews, courses, and field experiences. All courses address this standard. With respect to working with English Learners, the BCLAD candidate adjusts her/his communication based on the student's primary language and second language proficiency and fluency levels. For example, all BCLAD candidates must pass the state language assessment in Spanish in order to work in a bilingual (Spanish/English) instructional setting. The BCLAD candidate is able to ascertain the language level of

each student and adjust the complexity of her/his language use with the students, including phonology, morphology, syntax, semantics, discourse and pragmatics in English and Spanish. This occurs in both the student fieldwork/student teaching experiences and with direct applications in the two primary language courses, EDML 563 and EDML 564 – Primary Language Pedagogy and Literacy 1 and Primary Language Pedagogy and Literacy 2, respectively. These courses focus on preparing the BCLAD candidate to plan and deliver curriculum and instruction for students who speak Spanish as their first and predominant language, including language of emphasis curricular materials, assessment, teaching reading and writing in Spanish, instructional approaches in the language of emphasis, primary language methods across the curriculum, and review of curricular materials for Spanish speaking students.

Both the University Supervisor and Cooperating Teacher are credentialed to teach in bilingual instructional settings. Each is able to judge each candidates oral, written and non-verbal communication.

Several activities occur throughout the program and specifically in EDML 563 & EDML 564, designed to foster attainment of this standard for the BCLAD candidates:

- Instructors model effective and clear communication strategies including strategies that work well with linguistically diverse populations, including primary language (Spanish) instruction, ELD, SDAIE, GLAD.
- Candidates have the opportunity to view video lessons of teachers from a variety of bilingual instructional settings to identify clear and effective communication as well as ineffective communication strategies;
- BCLAD candidates observe in bilingual classrooms and use the reflective journal process with attention to issues of appropriate uses of receptive and productive language for English Learners;
- The University faculty provide lessons and engage the candidates in discussions related to language development and comprehensible input (oral, reading, written) as it relates to each content area;
- Candidates plan and deliver lessons to peers and in the classroom setting with a focus on communication skills and strategies;
- Candidates receive feedback on clarity and effectiveness of communication for specific audiences by peers and the instructor.
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**PROGRAM STANDARD 16 – STUDENT DIAGNOSIS, ACHIEVEMENT & EVALUATION**

*Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students' needs and achievements.*

***BCLAD Emphasis***

*Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students' needs and achievements.*

- *Each candidate demonstrates an understanding of the role of evaluation in instruction.*
- *Each candidate uses formal and informal methods to assess students' needs and achievements, and is aware of the appropriate uses and cultural and linguistic limitations of assessment instruments.*
- *Each candidate is familiar with criteria and procedures for the identification, diagnosis, placement, transition, and re-designation of limited-English proficient students.*

### **RESPONSE**

It is expected that the BCLAD candidate be able to assess the skills, abilities, and interests of students informally and formally, in the subject areas authorized by the credential. They must demonstrate the following three competencies in the areas of assessment of first and second language abilities, literacy and subject-matter competencies:

- Demonstrate an understanding of the roles, purposes, and uses of standardized and non-standardized primary and target-language assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target- language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

All candidates are able to set achievement criteria and determine whether students have attained the skills, concepts, or values as a result of their teaching. Additionally, candidates are expected to be knowledgeable about the appropriate uses and limitations of assessment instruments as well as methods for alternative forms of assessment, including performance tests, open-ended questioning strategies, portfolio assessment, etc.

Each assessment technique and strategy is considered in light of their appropriateness for use with linguistically and culturally diverse students. The effect of assessment as well as the appropriate method of assessment for bilingual students is priorities in the coursework.

In ENGL 475, EDUC 512, EDMS 563 & EDMS 564, BCLAD candidates learn to identify, diagnose, place, transition, and redesignate students of Limited English Proficiency to Fluent English Proficiency. Candidates learn to assess the Spanish speaking student's level of English language proficiency through the CELDT exam (ENGL 475). Additionally, students learn to assess the bilingual students reading levels in EDMS 522 & EDMS 523.

BCLAD candidates are instructed in student assessment that reflects the following goals:



- provide assessment results to place each second language learner in the most appropriate instructional program;
- provide consistent monitoring of student academic progress from K-8.

During ENGL 475, and continuing into EDUC 512 and EDML 563 & EDML 564, BCLAD candidates learn the basic procedures to be used in identifying second language learners, determine program placement, monitor student progress, and determine when criteria have been met to introduce/add English (mainstream) language arts, and to, ultimately, redesignate.

### **PROGRAM STANDARD 17 – COGNITIVE OUTCOMES OF TEACHING**

*Each candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.*

#### ***BCLAD Emphasis***

*Each candidate learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions. Each candidate recognizes and accepts diverse cognitive and communicative modalities.*

- *Each candidate effectively teaches the students to evaluate and analyze the content that students learn;*
- *Each candidate facilitates the development of student’s cognitive skills considering the students diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.*

### **RESPONSE**

BCLAD candidates are expected to have knowledge and understanding of the methods and instructional strategies that facilitate student development of critical thinking and problem solving skills and abilities, while taking into account cultural, linguistic, racial, ethnic and SES diversity. While all of the credential courses strive to address this standard, several specifically facilitate this standard, including foundational, theoretical and applied: ENGL 475 – Language and Social Context, EDUC 512 Equity, Diversity & Foundations of Schooling, EDUC 510 – Learning Theory and Development Applied in Multicultural Education Contexts, EDMS 522 – Literacy 1, EDMS 523 – Literacy 2, EDML 563 – Primary Language Pedagogy and Literacy I and EDML 564 – Primary Language Pedagogy and Literacy II. The following experiences serve to facilitate attainment of the standard:

- Lectures & discussions on critical thinking, diverse thinking/learning styles with application to classroom practice;
- Candidates prepare a case study of two students of different language and literacy levels; based on CELDT, STAR testing, grade-level competencies in one or more languages. Case study includes a complete description of students’ language, sociocultural background, school setting, grade level competencies, assessment of language and literacy abilities, and appropriate intervention strategies.
- Lesson plan demonstrations that integrate language-learning strategies (e.g., CALLA);

- Identification and discussion of instructional strategies that assess and foster critical and higher level thinking (in English & Spanish);
- Recording and sharing of classroom observation experiences that focus on the integration of critical thinking, problem solving, or evaluation;
- Planning and teaching lessons to teach students to think in cognitively demanding ways;
- Observing in field experiences for higher-level questions and/or opportunities to foster critical thinking.

Examples of assessment:

- Writing higher-level questions for specific content and/or student's stories;
- Lesson planning and teaching to foster creative, critical thinking, problem solving abilities, and language learning strategies;
- Observations of the University Supervisor and/or Cooperating Teacher for candidate's ability to integrate critical thinking into lessons;
- Integration of higher-level thinking skills in a required unit of instruction.

### **PROGRAM STANDARD 18 – AFFECTIVE OUTCOMES OF TEACHING**

*Each candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.*

#### ***BCLAD Emphasis:***

*Each candidate fosters students' self-esteem and enables them to achieve their full potential.*

#### **RESPONSE**

Positive attitudes toward self and learning are necessary and important outcomes of teaching. The credential program addresses the development of positive self-concept, positive attitudes toward learning, appreciation for linguistic and cultural diversity, and the development of critical and independent thinkers and learners.

The following serve as examples of experiences provided to help candidates attain this standard:

- Instructors, university supervisors and cooperating teachers model behavior and instructional strategies that foster self esteem and positive attitudes toward various subjects and learning such as cooperative learning, simulations, and role playing;
- Lectures, classroom demonstrations and instructors' teaching strategies and activities model ways to foster the capacity of students to become independent learners;
- Lectures, classroom demonstrations, and group activities center on theories and strategies that support the development of creative and collaborative relationships within the class and school context;
- Students view and analyze videotapes of teaching episodes used to identify teaching behaviors that foster affective outcomes;
- Candidates keep observation/participation journals/notes focused on affective outcomes. Journals include information on what was taught, methods used, and

cognitive and affective outcomes for both observation by cooperating teacher and reflection of the credential candidate.

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The following serve as forms of assessment:

- assessment of lesson plans for the application of strategies, activities, and materials that foster affective outcomes (self-esteem and positive attitudes toward others, the subject and learning);
- Cooperating teacher and university supervisor observations and feedback to the student teacher regarding affective outcomes of lessons;
- Supervisor assessment of student teacher journal for documentation of observations and assessment;
- Assessment of the candidate's plans for fostering the following in his/her student teaching classroom placement: positive self-concepts, positive attitudes towards the subject, positive attitudes towards learning, positive attitudes towards others, learning experience.
- Cooperating teacher and university supervisor documentation of the candidate's ability to plan, prepare instructional activities and materials, and teach in ways that produce affective outcomes as part of the written student teaching evaluation instruments.

#### **PROGRAM STANDARD 19 – CAPACITY TO TEACH DIVERSE STUDENTS**

*Each candidate demonstrates compatibility and ability to teach students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, gender, linguistic and socio-economic difference.*

##### ***BCLAD Emphasis***

- *Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students, parents and community;*
- *Each candidate understands prejudice and is able to implement strategies to prevent/reduce it;*

##### **RESPONSE**

Candidates learn about the socio-cultural, linguistic, gender, ethnic and socio-economic differences of their future students, in several courses which include key readings, concepts, and application to the classroom setting. Several courses specifically address this standard: EDUC 512 – Equity, Diversity and Foundations of Schooling; ENGL 475 – Language and Social Context; EDML 563 – Primary Language Pedagogy and Literacy 1 and EDML 564 – Primary Language Pedagogy and Literacy 2. Additionally, issues of language, linguistic and cultural difference are infused across the curriculum. The following are examples of experiences that are provided to help the candidate attain this standard:

- Lectures, readings, and discussions regarding teaching students of diverse ethnic, cultural, linguistic, and socioeconomic backgrounds, including appropriate instructional strategies, materials and relevant/appropriate approaches to teaching & learning;

- Readings, discussions, simulations, films, lectures to help candidates gain greater understanding, appreciation, and sensitivity toward heritage, background, values and personal context for diverse students;
- Observation/participation and student teaching in multicultural, bilingual classrooms and school/community settings;
- Observation and analysis of videotaped lessons of diverse classrooms for application of content, theory, strategies introduced in courses, including issues in educating students from diverse communities;
- Planning lessons, materials, and activities for students from diverse backgrounds, assessing and reporting outcomes;
- One field experience (minimum) is in a placement where a significant percentage of the students are different from the candidate, culturally, ethnically, linguistically and/or socio-economically.

The following are examples of assessment activities for this standard:

- Written analysis of the strengths and weaknesses of videotaped lessons and classroom situations;
- Use of appropriate instructional strategies and materials for the cultural, ethnic, and linguistic differences of the students in the classroom;
- Assessment of lesson plans prepared for teaching specific age groups who are culturally, ethnically, and linguistically different;
- Cooperating teacher and university supervisor observations and feedback to the candidate regarding effectiveness in teaching students from culturally, ethnically, and/or linguistically diverse backgrounds;
- Attendance at parent conferences and/or various school site meetings;
- Cooperating teacher and university supervisor documentation, during student teaching, of the candidates ability to teach students from a background different from the candidate (e.g., cultural ethnic, linguistic, and socio-economic).
- Preparation of a literacy-related case study of two students of diverse origins, different language and literacy levels; based on CELDT, STAR testing, grade-level competencies in one or more languages. Case study includes a complete description of students' language, socio-economic, and cultural background, school setting, grade level competencies, assessment of language and literacy abilities, including use of a variety of rubrics and appropriate intervention strategies.

### **PROGRAM STANDARD 20 – PROFESSIONAL OBLIGATIONS**

*Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.*

#### ***BCLAD Emphasis***

*Each candidate uses available resources to communicate effectively with parents.*

### **RESPONSE**

BCLAD candidates are expected to demonstrate understanding of the important role of

families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships. In addition they demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education. They also demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.

All candidates, including BCLAD candidates, are expected to communicate effectively and interact professionally with teachers, administrators, peers and parents. Candidates are also expected to exhibit intellectual integrity, serve students honestly and affirmatively, protect students' work and privacy, and maintain open discussion of ideas. These expectations are shared, discussed, modeled, and assessed in both the field experience/student teaching and coursework.

BCLAD candidates also use as a resource for EDML 563 & 564, a recommended website, <http://www.colorincolorado.org> as an effective means of acquiring vital information for working with Spanish-speaking parents, including effective home-school communication, learning resources for parents, and professional development resources.

Candidates engage in on-going self-assessment/reflective practice, including acceptance of professional advice and constructive criticism; essential to the growth of the candidate. Throughout the program, candidates are provided constructive criticism in the form of feedback from their course instructors, peers, cooperating teachers and university supervisors. The candidate's ability to accept and apply criticism – to improve his/her planning, teaching, and interactions is assessed and documented in courses and field experiences/student teaching.

Throughout the program, candidates have the opportunity to become aware of professional associations, professional journals, and related materials. They are encouraged to attend professional meetings and become members of professional educational organizations, including CABE (California Association of Bilingual Education) both state and local chapters, Ventura County Reading Association, Future Teachers and Student California Teachers Association. During the field experience/student teaching, candidates attend faculty meetings, district professional development workshops and other appropriate activities.

The Multiple Subject program is organized into learning cohorts, which further exemplifies the importance of this standard. Cohort groups are encouraged to work collaboratively and professionally to complete assignments, share resources, and assist each other in collaborative ways. Through the establishment of such a learning community, it is hoped that the candidates continue to support one another beyond the CSU Channel Islands credential program.

The following examples serve as an illustration of how the standard is fostered:

- Lectures and discussions of professional conduct that includes modeling of appropriate conduct and interaction with students, teachers and parents;
- Role playing activities focused on effective communication and professional conduct in interacting with students, parents, and administrators;
- Discussion of professional obligations during the Student Teaching Seminar;
- Field experience/student teaching assignments that include observing and analyzing classroom teacher's communication and interactions with their students for behaviors that exhibit respect and affirmation for the students and respect for their work and ideas;
- Self-assessment in such areas as interactions with peers, interaction with university and classroom teachers and parents, collegiality, and progress in planning and teaching;

The following are examples of ways of assessing this standard:

- Field experience cooperating teacher's assessment;
- Observations by course instructors and feedback during individual conferences;
- Assessment of assignments on effective communication and appropriate professional conduct carried out in field experiences, such as log/journal focused on effective classroom and school communication; paper focused on effective classroom communication and professional conduct; written analysis of classroom and school observations focused on communication and interaction with students and adults.

### **PROGRAM STANDARD 21 – DETERMINATION OF CANDIDATE COMPETENCE**

*Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.*

#### ***BCLAD Emphasis***

*Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential and (b) communication skills including the integration of speaking, listening, reading and writing to ensure that students have access to the core curriculum.*

## RESPONSE

Candidates are evaluated to determine that they have attained Standards 12 through 19 in Category III as they relate to subjects authorized by the credential, competence in the subject matter, and candidate's communication skills, including reading. The student teaching objectives, the performance competencies for Standards 12 through 20, the subject matter areas, and the communication skills are made available to the candidate. The assessment is formally documented by the candidate's cooperating teacher and university supervisor – in accordance with standards and competencies established as policy, and as communicated to the student via various program documents, e.g., student teaching handbook.

The Dean, the Associate Dean, Education Program Chair and concentrated area faculty and program coordinator, in conjunction with the Credential Analyst recommend candidates for credentials on the basis of assessment of each candidate's performance, as reflected in the candidate's permanent files.

Candidates are held to program maintenance requirements which states that, a condition of remaining in the program is that the candidate must maintain a grade point average of 3.5 (B) or better, with no course grades lower than a C+. If a student drops below this GPA requirement, they may be placed on probation or dropped from the program. However, candidates are first counseled by the Program Chair and Multiple Subject Coordinator.

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