

Fresno State Spanish and Hmong Bilingual Authorization Program Program Assessment Summary

Program Design

The Kremen School of Education and Human Development (KSOEHD) holds primary leadership responsibility for development and policy procedures for the Fresno State Spanish and Hmong Bilingual Authorization Program. As such, the Dean of the School of Education takes leadership in supporting the Bilingual Authorization Program. In addition, the Bilingual Coordinator has the key responsibility of implementing and monitoring a process that ensures that bilingual teacher candidates have met all program requirements. The department chair of the Literacy, Early, Bilingual, and Special Education (LEBSE) Program works jointly with the coordinator in the hiring and scheduling of courses for the Bilingual Authorization Program.

To ensure communication, the Bilingual Coordinator collaborates with the Multiple Subject Credential Program Committee. The Multiple Subject Committee consists of: Liberal Studies Program Coordinator, the Multiple Subject Program Coordinator, the Field Experience Coordinator, and Administrative Advising Staff. This form of collaboration supports bilingual teacher candidates with their appropriate courses and placements for the Multiple Subject Credential. The Bilingual Coordinator, in conjunction with Multiple Subject Credential Program Committee, collaborate with the institution through regular cycles of program reviews instituted by the trustees of the California State system to identify programmatic needs.

The Fresno State Spanish and Hmong Bilingual Authorization Program is part of the Liberal Studies Blended Concentration Program and continues into the Multiple Subject Credential Program. The Liberal Studies Blended Concentration Program allows under-graduate Liberal Studies students to take specific courses as a concentration as part of their program. For the Spanish concentration, this includes the SPAN 119, SPAN 121A, SPAN 134, and CLAS 116. For the Hmong concentration, this includes the HMONG 100, HMONG 101, LEE 129, and ANTH 123. The Bilingual Authorization Program requires that bilingual teacher candidates complete one additional course once enrolled in the School of Education (LEE 135 or LEE 136), along with their final student teaching practicum (EHD 170). The EHD 170 practicum must be completed in a bilingual setting. Following are the required course completion for both Spanish and Hmong Certification.

Table 1. Fresno State Spanish and Hmong Bilingual Authorization Credential Program

Bilingual Authorization in Spanish:

SPAN 119*	Advanced Grammar	3 units
SPAN 121A*	Advanced Composition	3 units
SPAN 134*	Spanish in Bilingual Schools	3 units
CLAS 116*	Cultural Change and the Chicano	3 units

LEE 136**	Teaching Content in Spanish	3 units
	Total =	15

Bilingual Authorization in Hmong:

HMONG 100*	Intermediate Reading and Composition	3 units
HMONG 101*	Advanced Reading and Composition	3 units
LEE 129*	Hmong in Bilingual Schools	3 units
ANTH 123*	Peoples and Cultures of Southeast Asia	3 units

LEE 135**	Teaching Content in Hmong	3 units
	Total =	15

* Should be taken in Liberal Studies Blended Concentration

** Recommended to be taken while enrolled in the Multiple Subject Credential Program

The Fresno State Spanish and Hmong Bilingual Authorization Program has not had any program modification over the past two years; however, there has been greater emphasis towards improving communication to student on course requirements and scheduling through online announcements. However, the program has established the *Central Valley Bilingual/Dual Language Consortium*. This consortium will advise the coordinators and faculty on matters concerning the overall quality of the Fresno State Spanish/Hmong Bilingual Authorization Program and the relationship of the program to the region's elementary schools. The consortium is composed of parents, community members, teachers, administrators and faculty.

In addition, the Fresno State Spanish/Hmong Bilingual Authorization Program has been involved in the annual *Dual Language Conference* held on campus. The purpose of this conference is to discuss current trends in language learning and teaching, changes in instruction, such as the ELD common core standards, and to acknowledge community organizations dedicated towards the education of bilingual children.

The stakeholders in the Fresno State Spanish/Hmong Bilingual Authorization Program consist of Literacy, Early, Bilingual, and Special Education (LEBSE) Program Department Bilingual Committee (faculty instructors), Bilingual Advisory Committee (members of the university and school district community representatives), and the Multiple Subject Program Review Committee (members of various programs, i.e., department chairs, coordinators, supervisors, advisors, and public schools administrators). The means in which these stakeholders provide input are through regular committee meetings. In these committee meetings program issues such bilingual candidate's needs and program revisions are discussed. The meetings for these committees vary. For example, the LEBSE Department Bilingual Committee meets weekly, whereas the Bilingual Advisory Committee meets quarterly.

Course of Study (curriculum and field experience)

The Fresno State Spanish and Hmong Bilingual Authorization Program include a purposeful, interrelated, and developmentally designed sequence of coursework and field experiences that effectively prepares bilingual teacher candidates to instruct K- 6 grade. In the area of curriculum, required language courses are sequenced in order to develop and assess language competency. In the field experience, bilingual teacher candidate continue to access language competency by competing their final student teaching in a bilingual setting (See Table 2).

Table 2. Multiple Subject Teacher Credential Program

Phase 1:

CI 171	Understanding the Learner, Instructional Design, and Assessment	3
LEE 172	Cultural and Language Context of the Classroom	3
LEE 173	Teaching Reading and Social Studies in Grades 4-8	3
EHD 174	Field Study A/ Grades 4-8	2

Phase 2:

CI 175	Science Instruction and Applied Technology	3
CI 176	Mathematics Instruction and Applied Assessment	3
LEE 177	Teaching Reading and the Arts in K-3	3
EHD 178	Field Study B/ Grades K-3	2

Phase 3:

SPED 179	Differentiated Instruction and Classroom Management	3
EHD 170	Field Study C/ Grades K-8 [BLCAD students in bilingual placements]	9

More specifically, the Fresno State Bilingual Authorization Program courses are aligned to strategically develop instructional skills and language competency that will then be implemented into the bilingual teacher candidates' fieldwork. The Bilingual Authorization Program offers four courses within each concentration that are critical to the area of English learners. In the Hmong concentration, the LEE 129, ANTH 123, LEE 135, and EHD 170 and in the Spanish concentration, the SPAN 134, CLAS 116, LEE 136, and the EHD 170, provide the fundamental instructional skills to meet the needs of English learners.

The Fresno State Bilingual Authorization Program provides one important field placement, EHD 170. This placement requires bilingual teacher candidates to be placed in a bilingual setting with a bilingual instructor and supervisor. Courses, such as the LEE 135 or LEE 136, are tied to the field experience EHD 170 through specific course assignments. For example, in the course, LEE 136, students are taught to design a lesson plan in a content area. They are then required to conduct a lesson during their fieldwork. Finally, they discuss the outcome of that lesson during the LEE 136 course.

The Fresno State Bilingual Authorization Program requires personnel (field supervisor) and the district-employed individual (master teacher) to work concurrently in the field supervision and evaluation of the bilingual candidates. The field supervisor in EHD 170 is expected to visit the classroom a minimum of eight times per semester and complete five formal observations of the bilingual candidate. Triad conferences are held with the bilingual candidate, field supervisor, and master teacher to document the mid-semester progress and final evaluation. The bilingual coordinator provides student advisement and support, working collaboratively with the director of field experience in advising student teaching placements and ongoing communication with instructors and supervisors to stay abreast of candidates' performance. In addition, the bilingual coordinator works towards ensuring courses are meeting expectations for all required assessments.

Assessment of Candidates

In the Fresno State Bilingual Authorization Program, bilingual teacher candidates receive guidance on assessment information from the Liberal Studies Advisors during their undergraduate degree. Advisors provide bilingual candidates with language proficiency expectations and course pathway.

Upon entering the Multiple Subject Teacher Education Program, the bilingual teacher candidate must demonstrate appropriate level of primary language proficiency (Spanish or Hmong). As part of the initial interview to the Teacher Education Program with a concentration in Bilingual Education, the Bilingual Coordinator will meet with the bilingual teacher candidate to review previous coursework and assessment of language proficiency (administered in either SPAN 134 or LEE 129). This interview will allow the bilingual teacher candidate to formally meet the Bilingual Coordinator and seek further guidance/advisement on remaining course work as desired by candidate. This initial interview will also provide time for candidates who may not have obtained a language score (in either Spanish or Hmong) at the "Intermediate High" or beyond to discuss strategies on meeting this criterion [see American Council on the Teaching of Foreign Language (ACTFL)].

To exit the Multiple Subject Program with a Bilingual Authorization Program, the candidate will meet with Bilingual Coordinator to review successful completion of require course work and demonstrated at least an "Intermediate high" level or above in their language proficiency in their specific language (Spanish or Hmong).

Changes Since Initial Program Review Document Submission

There are no substantive changes in the program since the initial program review document submission.