

Response to the Commission on Teacher Credentialing Standards for Bilingual Authorization July 2011

FRESNO STATE - POWERING THE NEW CALIFORNIA



**Department of Literacy and Early Education
Kremen School of Education and Human Development**

Table of Contents

PRECONDITIONS	5
ADDENDUM TO COMMON STANDARDS	6
STANDARD 1: EDUCATIONAL LEADERSHIP	6
STANDARD 2: UNIT AND PROGRAM ASSESSMENT AND EVALUATION	6
STANDARD 3: RESOURCES.....	7
STANDARD 4: FACULTY AND INSTRUCTIONAL PERSONNEL	8
STANDARD 5: ADMISSION.....	9
STANDARD 6: ADVICE AND ASSISTANCE.....	11
STANDARD 7: FIELD EXPERIENCE AND CLINICAL PRACTICE	12
STANDARD 8: DISTRICT-EMPLOYED SUPERVISORS.....	13
STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCY.....	14
PROGRAM STANDARDS	17
BCLAD COURSES AND BILINGUAL AUTHORIZATION STANDARDS MATRIX.....	17
STANDARD ONE: PROGRAM DESIGN.....	18
<i>Introduction</i>	18
<i>Philosophy & Purpose</i>	19
<i>Support for the Bilingual Teacher Preparation Program</i>	20
<i>Figure 1: Pathway for 2042 Multiple Subject Preliminary Credential with Bilingual Reauthorization Credential</i>	20
<i>Program Design</i>	20
<i>Table 1. Liberal Studies Blended Concentration Program</i>	21
<i>Table 2. Course Completion of Bilingual-reauthorization Certification</i>	22
<i>Table 3. Multiple Subject Credential Program Sequence of Courses</i>	22
<i>Table 4. Multiple Subject Credential Program Required Examinations</i>	23
<i>Required Examinations</i>	23
<i>Leadership Team</i>	23
<i>Instructors</i>	23
<i>Supervisors</i>	23
<i>Coordinator and Dept. Chairs</i>	24
<i>Curriculum</i>	25
<i>Figure 2. Bilingual Authorization Coursework by Department</i>	25
STANDARD TWO: ASSESSMENT OF CANDIDATE COMPETENCE	28
<i>Table 5. Bilingual Authorization Standards Supported through Coursework</i>	29
<i>Language Assessment for Program Entry</i>	30
<i>Formative and Summative Assessment</i>	30
<i>Guidance and Coaching</i>	31
<i>End of Program Verification</i>	32
STANDARD THREE: THE CONTEXT FOR BILINGUAL EDUCATION AND BILINGUALISM	33
3.1	33
3.2	34
3.3	35
3.4	36
3.5	36
3.6	37
3.7	38
3.8	38
3.9	39

3.10.....	40
3.11.....	41
STANDARD FOUR: BILINGUAL METHODOLOGY.....	42
4.1.....	43
4.2.....	43
4.3.....	44
4.4.....	45
4.5.....	45
4.6.....	46
4.7.....	46
4.8.....	47
4.9.....	48
4.10.....	48
4.11.....	49
4.12.....	50
4.13.....	50
4.14.....	50
4.15.....	51
4.16.....	51
4.17.....	52
STANDARD FIVE: CULTURE OF EMPHASIS.....	53
5.1.....	53
5.2.....	54
5.3.....	54
5.4.....	54
5.5.....	55
5.6.....	55
STANDARD SIX: ASSESSMENT OF CANDIDATE LANGUAGE COMPETENCE.....	56
Table 6. Language Courses in Order of Course Taking.....	Error! Bookmark not defined.
APPENDIX A: ATTACHMENTS.....	65
ACTFL PROFICIENCY STANDARDS.....	65
ADMISSIONS LETTER.....	65
ANNOUNCEMENT FOR THE FRESNO STATE SPANISH/HMONG BILINGUAL AUTHORIZATION PROGRAM.....	65
APPLICATION FOR MULTIPLE SUBJECT CREDENTIALS.....	65
CHECK LIST ADVISING FORM.....	65
FUNDING REQUEST.....	65
HMONG TEST.....	65
INITIAL EDUCATOR PREPARATION PROGRAM PROPOSAL.....	65
INTENT TO SUBMIT A NEW EDUCATOR PREPARATION PROGRAM.....	65
INTERAGENCY LANGUAGE ROUNDTABLE SKILL LEVEL DESCRIPTION.....	65
LIBERAL STUDIES BLENDED MAJOR.....	65
MULTILINGUALISM: A CULTURAL RENAISSANCE.....	65
SAMPLE STUDENT LIST PASSING EXIT LEVEL.....	65
SPANISH TEST.....	65
TRANSMITTAL COVER SHEET.....	65
APPENDIX B: SYLLABI.....	66
ANTH 123.....	66
CLAS 116.....	66

EDH 170.....	66
HMONG 100	66
HMONG 101	66
LEE 129.....	66
LEE 135.....	66
LEE 136.....	66
LEE 172.....	66
SPAN 119	66
SPAN 121 A.....	66
SPAN 134	66
APPENDIX C: FACULTY VITAE	67
COSME ZARAGOZA.....	67
DEBBIE AVILA.....	67
ELSA CASTILLO	67
JULIO CORRELLA.....	67
HANK DELCORE.....	67
KAO-LY YANG	67
LAURA ALAMILLO.....	67
PHIL GONZALES	67
PHONG YANG	67
STANLEY LUCERO.....	67
TERESA HUERTA	67
TONY VANG.....	67
APPENDIX D: MANUALS.....	68
FRESNO ASSESSMENT OF STUDENT TEACHERS MANUAL.....	68
LIBERAL STUDIES BLENDED MAJOR	68
MULTIPLE SUBJECT CREDENTIAL PROGRAM ASSESMENT	68
MULTIPLE SUBJECT SUPERVISOR MANUAL	68

Preconditions

- 1) *Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent*.*

In order for candidate in the Fresno State Spanish/Hmong Bilingual Authorization Program to be recommended for credentialing, they must simultaneously complete the Multiple Subject 2040 Credential Program at California State University, Fresno. The Multiple Subject Program is an accredited program that effectively prepares candidates to teach all K-12 students and understand the contemporary conditions of schooling [See Multiple Subject Credential Program Assessment].

- 2) *The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.*

As an integral part of the Multiple Subject 2042 Credential Program, the Fresno State Spanish/Hmong Bilingual Authorization Program authorizes Spanish and Hmong bilingual teacher candidates' to instruct English learners. For example, special courses in both the Multiple Subject, (e.g. LEE 172 and in the Bilingual Program (e.g. LEE 136 Spanish and LEE 135 Hmong) provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD).

- 3) *Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by *Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence* prior to entering the Intern Program.*

Not applicable; the Fresno State Spanish/Hmong Bilingual Authorization Program does not have an intern program.

Addendum to Common Standards

Standard 1: Educational Leadership

The Fresno State Spanish/Hmong Bilingual Authorization Program is an integral part of Kremen School of Education and Human Development (KSOEHD). The school of education holds primary responsibility for hiring faculty; program development and change; and policies and procedures. The Dean of the School of Education has given key priority to supporting the Fresno State Spanish/Hmong Bilingual Authorization Program. In support, he has appointed a “Bilingual Coordinator” for the program and provided a 3-unit course release time for the duties of that position.

The Bilingual Coordinator has the leadership responsibility of implementing and monitoring a credential recommendation process that ensures that bilingual candidates recommended for a credential have met all program requirements. The Bilingual Coordinator will also collaborate jointly with the Liberal Studies Program Coordinator, the Multiple Subject Program Coordinator, the Field Experience Coordinator, and Committee and the Administrative Advising Staff in order to ensure that bilingual candidates are placed in their appropriate courses and placements.

Additional leadership in the Bilingual Program also consists of specific faculty members from the LEE Department Bilingual Committee. The purpose of this committee is to discuss program issues, bilingual candidate’s needs, and to make revisions to the program. The committee meets quarterly throughout the year. The Bilingual Advisory Committee also includes community leadership. This committee meets twice a year and consist of bilingual faculty from the LEE Department, other member of the University community, and representatives from surrounding school districts. The purpose of this committee is to provide advising and support to the Fresno State Spanish/Hmong Bilingual Authorization Program and to promote and refine a vision for bilingual education in the Central San Joaquin Valley.

Standard 2: Unit and Program Assessment and Evaluation

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program is an integral part of the KSOEHD Multiple Subject 2042 Credential Program that has been accredited by CCTC. The Bilingual Coordinator serves on the Multiple Subject Program Review Committee. This committee meets at least twice a month to discuss program issues and teacher candidate needs and to make revisions to the program. These committees consist of representative of various programs, department chairs, Multiple Subject Coordinator, Supervisors, Administrators, Advising, and Public Schools. As such, the Bilingual Coordinator collaborates extensively with all members of this program to ensure that the Bilingual program is meeting state’s standards and in compliance with CCTC [see Multiple Subject Credential Program Assesment].

The Multiple Subject 2042 Credential Program has received significant support from practitioners and administrators in local education agencies and from the Academic Vice President/Provost at the university. In addition, the Dean of the School of Education has given key priority to supporting program development related to Bilingual credentials, resolving program needs, and giving emphasis on renewing Bilingual credentialing in teacher education.

All procedures, including record keeping, in the Fresno State Spanish/Hmong Bilingual Authorization Program are the same as other credential programs, including CBEST, CSET, RICA (multiple subject), TPA and other test requirements, certificate of clearance, tuberculin test, entry interview, etc. [see Multiple Subject Credential Program Assessment].

The appropriate curriculum for the preparation of new bilingual teachers is determined by the faculty of the Fresno State Bilingual Authorization Program with input from a variety of sources including: the CCTC/NCATE standards; and suggestions from supervisors, cooperating teachers, faculty, students, alumni, and practitioners in the field. Final recommendations are made to the Dean who makes final decisions regarding curriculum policy. Any policies that affect other programs are brought before the curriculum committee.

Standard 3: Resources

Financial Resource

The university receives a budget allocation that averaged \$3,298 per FTE and the Kremen School of Education and Human Development receives an average of \$4,694 per FTE due to the extensive field supervision that occurs in teacher education programs. The California State University system and the university provide budgetary support for professional development in the form of sabbaticals, scholarly activities, program innovation, travel and research. In addition to the system and university-wide support, the dean has provided a \$200,000 fund to support research and grant writing for faculty within the School. In addition, the dean has given priority to supporting program endeavors related to bilingual and multicultural education, and giving renewed emphasis to the importance of the Spanish/Hmong Bilingual Authorization Program.

Annual budget resources support the core programs of the university, such as the Fresno State Spanish/Hmong Bilingual Authorization Program. Budgeting decisions are decentralized at CSU, Fresno, so the Dean is responsible for allocating funding to departments and other entities within KSOEHD. External funding supports numerous projects, partnerships and research initiatives. Indirect cost recovery brings significant resources to the unit each year [see Multiple Subject Credential Program Assessment]

Library Resources

The California State University, Fresno Madden Library is the best library among the 24 campuses in the CSU System. The Arne Nixon Center for Research on Children's Literature maintains the largest collection of multicultural children's books for research in the West Coast. In addition, the library offers a Teacher Resource Center. This center provides a collection of teaching materials used in pre-Kindergarten through grade 12 classrooms. Electronic resources at the library are also extensive. Online journal access is available from several databases including ERIC, Education Research Complete, and Education Index Retrospective.

Physical and Technological Resources

The university has ample classroom space, conference rooms, offices and computer labs. Most of the classrooms are "smart classrooms" and most spaces at the university have wireless access. The information technology resources within the unit support faculty, staff and student needs. Wireless and Ethernet connections are available in all classrooms, office spaces and conference rooms in the Education Building. Candidates have access to the wireless network with their personal computers. Desktop computers are also available to candidates in several locations throughout the facility. Blackboard and Task Stream are technology-based resources available to faculty and candidates. Task Stream participation is required of candidates all in initial preparation programs. Technical support within KSOEHD is available to faculty, staff and students.

Standard 4: Faculty and Instructional Personnel

Tenure track professors who teach in the program are selected through a national search. The KSOEHD advertises in the Chronicle for Higher Education and other publications typically viewed by minority candidates. Candidates, who apply as a tenure track professor and will teach in this program, must show documentation that they have graduated from a respected university and have earned a doctorate (Ph.D. or Ed.D.) in bilingual/multicultural education or a related field (such as Spanish or Hmong). Candidates nearing completion of a doctorate (ABD) may be considered for a lectureship (temporary position) with the possibility of conversion to tenure track upon completion of the doctorate. Candidates must have at least three years of successfully teaching in K-8 classrooms. Candidates are expected to demonstrate a commitment to or potential for teaching excellence and scholarly activity at the university level. Preference is given to candidates who have a strong background working with English learners. Successful candidate must have the ability to work effectively with faculty, staff, and students from diverse ethnic, cultural, and socioeconomic backgrounds.

Adjunct professors may also be hired when tenure track professors are not available. They must have a master's degree in bilingual education or related field; a strong vita that demonstrates experience in bilingual education; and the ability to communicate clearly the ideas of bilingual education.

Both tenure track and adjunct professors are selected by a committee of professors from the department and are supported with the Division of Human Resources.

The Fresno State Spanish/Hmong Bilingual Authorization Program reflects the institutional commitment to the goals of cultural pluralism and ethnic diversity. The existing Bilingual Credential Program faculty members are fluent speakers in either Spanish or Hmong languages. The Bilingual Credential Program at this institution is over 30 years old.

The mission statement of the University and the College of Education include an explicit commitment to multicultural/ethnic diversity education and the concomitant variables necessary to deliver the core curriculum. These variables include a culturally diverse faculty, particularly with regard to race/ethnicity and gender.

Names of tenure track faculty with expertise in bilingual/multicultural areas and language proficiency:

<u>Elsa Castillo</u>	<u>SPAN 121 A</u>
<u>Cosme Zaragoza</u>	<u>SPAN 134</u>
<u>Phil Gonzales</u>	<u>CLAS 116</u>
<u>Stanley Lucero</u>	<u>LEE 136</u>
<u>Kao-Ly Yang</u>	<u>HMONG 100 & HMONG 101</u>
<u>Phong Yang</u>	<u>LEE 129</u>
<u>Tony Vang</u>	<u>LEE 135</u>
<u>Hank Delcore</u>	<u>ANTH 123</u>
<u>Laura Alamillo</u>	<u>EDH 170</u>

Names of part-time faculty with experience and expertise in bilingual/multicultural areas:

<u>Debbie Avila</u>	<u>SPAN 119</u>
Julio Corrella	<u>EDH 170</u>

The quality and effectiveness of the faculty Fresno State Spanish/Hmong Bilingual Authorization Program (as well as other faculty in the Department) are regularly evaluated in several ways. Faculty, who work in the program, have been recognized as state and national leaders and has accepted positions/responsibilities related to teaching and education. Faculty members serve as investigators and co-investigators on various teacher diversity grants. The faculty members have published extensively in the field of bilingual/multilingual education [see Faculty Vitas].

Standard 5: Admission

Prior to admission into the AB 2042 Multiple Subject Credential and the Bilingual Program, a candidate must have completed or be near completion of the requirements for a baccalaureate degree. The recommended Liberal Studies concentrations for both the AB 2042 Multiple Subject Credential and the Bilingual Credential is the Bilingual Concentration (Spanish/Hmong). The required GPA for entry into program is 2.75 in the last 60 units or 2.67 overall (on a 4 point scale). The application process and personal

interviews are additional factors considered in determining program admittance [see Liberal Studies Blended Major and Multiple Subject Credential Program Assessment]

Assessment of Written and Oral Communication

The Bilingual Coordinator assesses oral communication of teacher candidate in either Spanish or Hmong initially in the entry interview. The written skills are assessed throughout their course of study in the Bilingual Credential Program including SPAN 134, Spanish in Bilingual Schools, LEE 136 Teaching Content in Spanish or LEE 129, Hmong Bilingual Schools and LEE 135, Teaching Content in Hmong.

Admission to program requires that students score at the ACFLT Intermediate High level on the Fresno State Spanish/Hmong Language Proficiency exam. The exam will be administered as a part of SPAN 134 / LEE 129 and again as a part of LEE 136 / LEE 135 for students who did not reach the Intermediate High level.

Entry Interview

Candidates must successfully pass the entry interview with the Bilingual Coordinator to be admitted to the Fresno State Spanish/Hmong Bilingual Authorization Program. The interview involves a dialogue about the candidate's willingness to complete the program; their sensitivity to children of differing ethnic, cultural and socioeconomic backgrounds; their pre-professional experiences, and their personal qualities. These interviews are conducted in the target language in order to ascertain their language skills and their multicultural knowledge of various ethnic groups. In addition, a Check List Advising Form is used to review prior coursework taken under the Liberal Studies Bilingual Concentration and advice on remaining courses under the Multiple Subject Program [see [Check List Advising Form](#)].

Professional Assistance

Students receive information about the on-campus Career Center at the orientation meeting at the beginning of the semester. The Program Coordinator invites a member of the Center's staff to speak to the students in the student teaching seminar. A bulletin board with up-to-date job opportunities is also maintained adjacent to the Teacher Education Office.

Personal Assistance

Faculty provides ongoing counseling in formal and informal settings with each student. Students with non-academic problems are referred to counseling, and if necessary, counseled out of the program. Counseling services are available to all students through the Counseling Center.

The Fresno State Spanish/Hmong Bilingual Authorization Program believes in and practices continuous evaluation of all credential candidates. This evaluation process

assists candidates in meeting the complex and demanding requirements of the program and assesses candidates who are unable to benefit from retention. CBEST and CSET preparation workshops are available through the Division of Continuing and Extended Education to assist students in passing the State required CBEST examination.

Standard 6: Advice and Assistance

The Multiple Subject Credential Program, which is an integral part of the Fresno State Spanish/Hmong Bilingual Authorization Credential Program, has developed a handbook for student teaching, which defines the roles and responsibilities of student teachers, cooperating teachers, and university supervisors. The handbook includes sample evaluation forms that are used to assess the teacher candidates' performance. These materials and the attendant responsibilities are reviewed with the appropriate people at the beginning of each semester as well as in weekly seminars for student teachers [see Multiple Subject Field Work Handbook]. In addition, available fliers on course listing and pathway in obtaining Bilingual authorized credential are available online through KSOEHD website, the Bilingual Program Bulletin board (located in school of education building) and from Bilingual Coordinator [see [Fresno State Spanish/Hmong Bilingual Authorization Program Flyer](#)].

All university supervisors have relevant bilingual, multicultural and public school teaching experience. They have theoretical knowledge and practical experience appropriate to the student teacher placement level. They are available to conduct observations and conferences with each student teacher as stipulated in the Supervision Policy and Procedures (see Multiple Subject Supervisor Manual).

In addition to formal arrangements, collaboration between CSU Fresno and the local schools exists at a number of informal levels. Local educators are invited as guest lectures in many of the Bilingual Credential classes. Districts hire our faculty as curriculum consultants, and faculty often volunteer services as speakers for workshops and school meetings. In coordination with the local districts, a Teacher Employment Fair is held each year in the university campus.

Bilingual/Multilingual Expertise

The cooperating teacher and the university supervisor share responsibility for guiding, assisting, and evaluating student teachers. Their responsibilities are delineated in the handbook, Multiple Subject Supervisor Manual, published by KSOEHD. Many of the cooperating teachers have completed training in clinical supervision and in teaching culturally diverse classrooms. University supervisors and the cooperating teachers have at least three years of teaching experience in culturally diverse classrooms and have bilingual expertise or possess bilingual authorization. Quality supervision is key to a meaningful student teaching experience in a bilingual/dual language classroom.

Guidance and Assistance Provided to Student Teachers

Program candidates begin their student teaching experience on the first day of the semester, and they complete their student teaching experience on the last day of the semester. Candidates doing their student teaching in the fall are encouraged to work with the cooperating teacher prior to the opening of school in order to gain valuable knowledge on preparing a classroom for the first week of school. The student teacher spends the beginning week observing the cooperating teacher. The student teacher gradually assumes responsibilities for planning and implementing. The student teacher takes on responsibility more rapidly and will have one week of "guided solo" and two additional weeks of total responsibility prior to the end of the student teaching assignment.

Feedback to Student Teachers

There is a formal Mid-Semester –Teacher Candidate Assessment/Goal Setting forms and a meeting – EHD 178 (page 59-60) and EHD 170 (pages 86-87) and Final Teacher Candidate Assessment/Goal Setting Forms and a meeting – EHD 178 (page 61-62) and EHD 170 (page 88-89) and Final Certification of Competency EHD 178 (page 48-50) and Final Certification of Competency EHD 170, Final Student Teaching (page 85) [see Multiple Subject Field Work Handbook]. In addition, Student Teachers and Supervisors collaboratively complete a Professional Development Plan. One formal Teacher Performance Assessment is completed in EHD 178 and two formal Teacher Performance Assessments are completed in final student teaching before receiving credit in the courses [see Fresno Assessment of Student Teachers Manual].

The Cooperating Teacher and University supervisor work together to strengthen the primary language skills of the candidate. If a student teacher is having difficulties, the University supervisor has several options beginning with more frequent observations and opportunities for feedback. Specific activities are outlined for the student teacher. The supervisor can extend the student teacher's placement to allow time for gaining the specified skills. The supervisor, in collaboration with the Bilingual Coordinator and the Director of Field Services, may change the student teacher's placement or require that a placement be repeated.

At the end of the student teaching experience the candidate would receive a written evaluation from the cooperating teacher and the university supervisors. These evaluations are used to determine eligibility for receiving a credential and become a part of the candidate's professional file. For more detailed report on the Multiple Subject Credential, see, Multiple Subject Field Work Handbook.

Standard 7: Field Experience and Clinical Practice

Collaboration with Local School Districts

The faculty of the Fresno State Spanish/Hmong Bilingual Authorization Program collaborates with local educators and school districts. Its purpose is to establish an effective network in the university's five county service region through workshops, in-

service programs, on-site university classes, consultancies, and placement of CSU Fresno graduates in local school systems. Currently, the program is in the process of establishing 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 will be composed of parents, community members, teachers, administrators and faculty. In addition, the Fresno State Spanish/Hmong Bilingual Authorization Program will be actively involved in a Dual Language Conference on campus in January 2012. The purpose of this conference will be to discuss what is known about language learning and teaching, to learn additional effective teaching strategies, and to acknowledge community organizations dedicated towards the education of bilingual children [See [Conference Proposal](#)].

Criteria for Selecting School Sites

Teacher candidates are required to complete three phases of field study. Bilingual teacher candidates are assigned to complete their final students teaching in a bilingual setting. Placement of student teachers is a joint effort involving the program coordinators, the Field Placement Technician, and the principal or other local school administrator. An on-going system of evaluation with the cooperating teacher and the university supervisor keeps the student informed of progress, and written evaluations are based on both formal field observations and informal discussions. We have established a Consortium of Dual Language Schools that work closely in the development of effective dual language student placements for our Bilingual teacher candidates.

Criteria for the Selection of Cooperating Teachers

The selection of cooperating teachers for student teacher supervision demands consideration of multiple factors affecting the student teachers, cooperating teacher, school district and university supervisor. Cooperating teachers are selected carefully based on experience in teaching bilingual students, a minimum of three years experience in a culturally diverse classroom, teaching English learners and their ability to guide and assist the student teacher. The school administrator's recommendations will be taken into consideration. The Central Valley Dual Language Consortium is extremely effective in identifying and selecting dual language cooperating teachers.

Standard 8: District-Employed Supervisors

The Departmental Review Committee, the Department Chair, and Dean use specified criteria in the selection of faculty members for the supervision of the Spanish/Hmong Bilingual Authorization Program student teachers. Included among these criteria are the possession of an appropriate teaching credential, teaching experience in a bilingual or multicultural classroom, effectiveness in working with teachers of English language students in the public school setting, strong supervisory and communication skills, and knowledge and sensitivity of cultural diversity [Multiple Subject Credential Program Assesment].

The Spanish/Hmong Bilingual Authorization Program Cooperating Teachers all have extensive experience in bilingual and dual language programs and all possess the bilingual authorization [Multiple Subject Credential Program Assessment]. The Bilingual/Dual Language Programs and schools that are participants/partners in our program are as follows:

Maria Maldonado	Assistant Superintendent, Department of English Learner Services, Fresno Unified School District
Lisa Benavidez	Principal, Ann Leavenworth Elementary, Two-Way Immersion Program, Fresno Unified School District
Misty Her	South East Elementary School, Fresno Unified School District
Robb Christopherson	Reagan Elementary School, Clovis Unified School District
Terry Hirschfield	Principal, Laton Elementary School, Laton Unified School District, Two-Way Immersion Program

Standard 9: Assessment of Candidate Competency

Students are required to maintain a GPA of 3.0 with no grades below a "C" to remain in the program and to be recommended for student teaching experience/practicum. For students receiving the Fresno State Spanish Bilingual Authorization Program Credential, the student teaching assignment is in a bilingual or dual language program classroom. For students receiving a Hmong Bilingual Authorization Program Credential, student teaching assignment is in a multicultural classroom that includes Hmong-speaking children.

Documentation of successful attainment of those skills listed on the Check List Advising Form as well as completing all other program requirements is necessary for recommendation by the University for the Preliminary AB 2042 Credential [[See Check List Advising Form](#)].

The goals of the Fresno State Spanish/Hmong Bilingual Authorization Program are built on our KSEOHD Multiple Subject (2042) Credential Program approved by the Commission on Teacher Credentialing and are consonant with the mission statements of California State University, Fresno; the College of Education; and the Department of Teacher Education. The focus of the program is on the professional preparation of candidates who will be effective teachers in increasingly diverse public school settings.

Brief Overall Design of the Program

The Bilingual Coordinator, in collaboration with the Liberal Studies Coordinator, the Multiple Subject Program Coordinator, the Director of Field Placement, faculty and university supervisors, work jointly to oversee the coursework of bilingual teacher candidates, as part of the Fresno State Spanish/Hmong Bilingual Authorization Program. This effort includes monitoring and assessing student development and achievement, including language proficiency during candidate's enrollment in the Liberal Studies and 2042 Multiple Subject Credential Program.

As part of the Multiple Subject Credential Program, teacher candidates are assessed on effectiveness through the Fresno Assessment of Student Teachers (FAST). This performance assessment is locally designed and approved by the California Commission on Teacher Credentialing. The assessment design includes four complex pedagogical tasks, each accompanied by a multi-dimensional scoring scale, to evaluate the thirteen Teacher Performance Expectations (TPEs). Each FAST task is embedded into a specific field experience within a sequential credential program. [See FAST Manual.] This helps assure that TPE-related knowledge and skills have been taught and formatively assessed in coursework, and applied with feedback in fieldwork situations prior to being assessed through FAST (see FAST Manual).

The Fresno State Spanish/Hmong Bilingual Authorization Program coursework is aligned with the Commission on Teaching Credentialing (CTC) bilingual program standards. As such, the CTC bilingual program standards are embedded within the various courses in both the Spanish and Hmong programs (see course syllabi). Under the Liberal Studies major, students are required to have a 3.00 overall GPA in their course work with no grade lower than a "C". Documentation in meeting the program standards by student candidates have been embedded within the various five required Spanish and Hmong courses in terms of assignments, exams, projects, and field experiences [[Check List Advising Form](#)]

Upon completing their Liberal Studies Concentration, the bilingual candidates apply and seek admission to the Multiple Subject Credential Program. Part of the admission is declaring their interest in a bilingual credential to the KSOEHD admission officer. Once student has been admitted to the 2042 Multiple Subject Program, the Admission Officer will provide a copy of that declaration to the Bilingual Coordinator. This document provides evidence to Bilingual Coordinator that the candidate has met his/her requirements to **enter** the Multiple Subject Program, including passing grades in their Spanish or Hmong concentration. In the Multiple Subject Program, bilingual teacher candidates will continue completing remaining courses in their bilingual program.

To enter the Multiple Subject Program with a Bilingual Authorization Program, the candidates must demonstrate appropriate level of language proficiency. As part of the initial interview to the Multiple Subject Program, the Bilingual Coordinator will meet with 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 candidate to formally meet the Bilingual Coordinator and seek further guidance 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).

Program Standards

BCLAD COURSES AND BILINGUAL AUTHORIZATION STANDARDS MATRIX

Spanish BCLAD	Standards addressed
SPAN 119 Advanced Grammar	3.3; 3.5; 3.7; 3.8 4.3; 4.8; 4.9; 4.10; 4.13; 4.14 6
SPAN 121A Advanced Composition	3.3; 3.5; 3.7; 3.8; 3.10 4.2; 4.3; 4.8; 4.9; 4.10; 4.13; 4.14 6
SPAN 134 Spanish in Bilingual Schools	3.3; 3.5; 3.7; 3.8; 3.10 4.1; 4.2; 4.3; 4.4; 4.8; 4.9; 4.10; 4.13; 4.14; 4.15 6
CLS 116 Cultural Change and the Latino	3.1; 3.3; 3.9; 3.11 4.1; 4.2; 4.9; 4.10 5.1; 5.2; 5.3
LEE 136 Teaching Content in Spanish	3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.10; 3.11 4.1; 4.2; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9; 4.10; 4.11; 4.12; 4.13; 4.14; 4.15; 4.19 6
Hmong BCLAD	
HMONG 100 Intermediate Hmong Reading	3.5; 3.7; 3.10 4.2; 4.4; 4.8; 4.10; 4.13; 4.14 6
HMONG 101 Advanced Hmong Composition	3.5; 3.6; 3.8; 3.10 4.2; 4.3; 4.4; 4.5; 4.6; 4.9; 4.10; 4.14 6
LEE 129 Hmong in Bilingual Schools	3.10 4.1; 4.10 6
ANTHRO 123 Peoples and Cultures of Southeast Asia	3.3 5.1; 5.2; 5.3; 5.4
LEE 135 Teaching Content in Hmong	3.9; 3.10 4.1; 4.5; 4.7; 4.13 6
Multisubject credential courses meeting Bilingual Authorization Standards	
LEE 172 Cultural and Language Context of the Classroom	3.1; 3.2; 3.3; 3.6; 3.7; 3.10; 3.11 4.2; 4.4; 4.5; 4.6; 4.7; 4.9; 4.1 5.1; 5.4; 5.7
EHD 170C Field Study C / Grades K-8	4.7

STANDARD ONE: Program Design

The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings. The sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education. The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom. The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture. It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners' progress toward meeting standards as defined in the California Curriculum Frameworks (2006). The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.

Introduction

California's Central Valley is one of the fastest growing regions in the state with a larger percent of English language learners. Between one-quarter and one-third of students in the Central Valley are considered English Learners – a rate that is nearly five times the national average. Currently, Fresno Unified School District (FUSD) has the fourth largest population of English Learners (ELs), with a total of 25,319 EL in the state. English Learners represent about 31% of the total FUSD student population. The largest language group in FUSD is Spanish (64%), Hmong (25%), Khmer (4%), and Lao (3%). Mastering the English language is critical for these students in order for them to succeed in school.

The California State University Fresno, Kremen School of Education and Human Development (KSOEHD) Bilingual Authorization Credential Program recognizes that schools need teachers who can communicate with students and their families and serve as a resource to other teachers. In addition, the KSOEHD trains bilingual teacher candidates to have the necessary skills and credentials to teach academic curriculum in primary languages, in this case, bilingual Spanish/English and Hmong/English. As such,

KSOEHD is committed to recruiting and producing quality prospective bilingual teachers. Furthermore, KSOEHD recognizes and honors the fact that we live in a rich multicultural, global society that respects diversity that makes us a stronger state and nation. For over 35 years, the campus has prepared bilingual Spanish/English teachers and was the first to develop bilingual Hmong/English teachers. Currently, KSOEHD is the only campus in California that offers bilingual certification in Hmong. Majority of our teacher candidates prefer to stay and teach in the San Joaquin region and later return to continue their education degrees at this campus.

The Literacy and Early Education Department (LEE) administers the professional bilingual teacher preparation program. The Fresno State Program for Bilingual Authorization reflects a purposeful, developmentally designed sequence of coursework, and field experiences that effectively prepare candidates to teach bilingually in K-12 classroom settings. It is the intent of the KSOEHD to offer a Multiple Subject Preliminary Credential with a bilingual emphasis. In collaboration with the Multiple Subject Preliminary Credential Program, the CSUF Bilingual Program is focused on developing teacher candidates who have the ability to demonstrate an understanding of language, culture and content in the context of the current realities faced in California schools. In addition it is built upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. The bilingual authorization program also includes institutional partnerships with the College of Arts and Humanities, and the College of Social Sciences. The recent collaboration with the Department of Modern and Classical Languages and Literatures will provide the added expertise to offer exams that meet the requirements for the Single Subject 2042 Bilingual Authorization in Spanish.

Philosophy & Purpose

The Kremen School of Education and Human Development (KSOEHD) is a center for academic excellence and collaboration in the fields of education and counseling. The KSOEHD program philosophy is based on the belief that the purpose of K-12 schooling is to foster values that support life in a democratic and diverse society; to assist students in developing the knowledge, skills, and dispositions needed for successful functioning in a changing, complex, and increasingly interdependent world; to produce students who value learning and have the skills to continue learning throughout their lives; and to develop the unique potential of every student. The dispositional characteristics encouraged in our programs are collaboration, valuing diversity, critical thinking, ethical professionalism, reflective practice, and life-long learning. Furthermore, the KSOEHD places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

The goals of the Fresno State Spanish/Hmong Bilingual Authorization Credential Program are congruent with the goals of the Multiple Subject 2040 Credential Program and consonant with the KSOEHD's mission. Its mission is to recruit and develop ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This mission is realized through a framework of teaching,

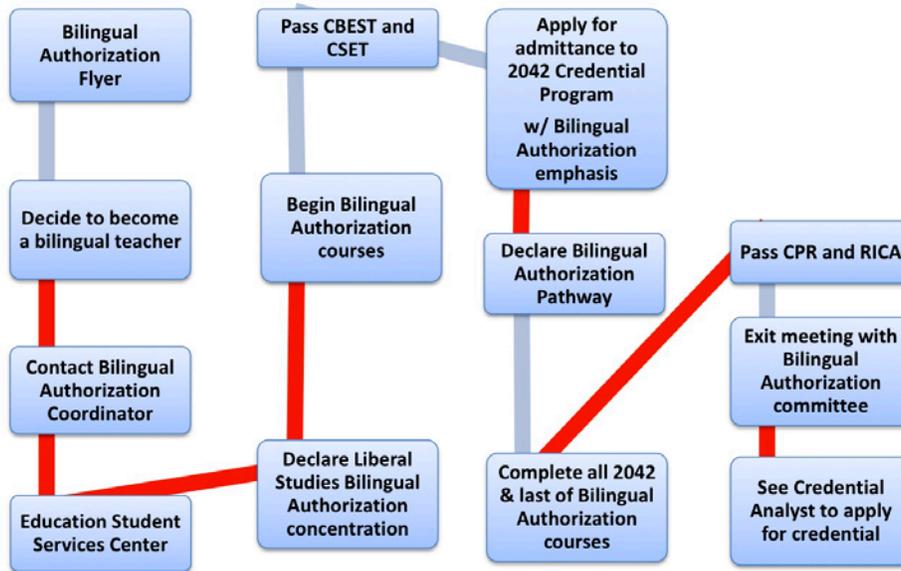
scholarship, and service that addresses regional, state, national, and international perspectives.

Support for the Bilingual Teacher Preparation Program

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program is an integral part of KSEOHD under the Multiple Subject Program. This program holds primary responsibility for faculty hiring; program development and change; and policies and procedures. Programmatic needs are identified through a regular cycle of program reviews instituted by the trustees of the California State University system. The Dean of the School of Education has given key priority to supporting program development related to bilingual credentials resolving program needs, and giving renewed emphasis to the important place of preparing bilingual/biliterate educators.

In addition, the Fresno State Spanish/Hmong Bilingual Authorization Credential Program receives significant support from practitioners and administrators in the local education agencies and from the Academic Vice President/Provost at the university.

Figure 1: Pathway for 2042 Multiple Subject Preliminary Credential with Bilingual Reauthorization Credential



Program Design

The sequenced design of Fresno State Spanish/Hmong Bilingual Authorization Credential Program is based on a clearly stated rationale that requires bilingual

candidates to complete foundational classes and basic content-specific pedagogy coursework while concurrently practicing the application of these concepts and teaching skills in a field placement setting that is aligned with the reading class in which they are enrolled and later in a bilingual setting. Indicating a supportive program for interested bilingual teacher candidates, a visual pathway description has been established [see Figure 1]. For students entering a 2042 Multiple Subject Preliminary Credential with a Bilingual Reauthorization Credential, the pathway begins with ample announcements about the program in course catalogue and flyers. The pathway continues with interested student meeting with counselors in the Education Student Services Center and declaring a Bilingual Authorization Concentration as part of their Liberal Studies Blended Concentration Program. In addition, the Liberal Studies undergraduate major prepares students with subject matter competency. Individuals demonstrate subject matter competency by passing all sections of the California Subject Examinations for Teachers (CSET).

The Liberal Studies Blended Concentration Program allows undergraduate Liberal Studies students to take specific courses as a concentration as part of their Liberal Studies Program. The Blended Program blends or integrates three elements - the General Education program, the courses required in the liberal studies major, and the courses required for teacher preparation - which can result in a B.A. in Liberal Studies and a Multiple Subject Teaching Credential or Educational Specialist Credential. For those pursuing a Multiple Subject or Educational Specialist Credential, most of the credential courses may be included in a carefully planned four-year program. Once declared, a student can begin to take the required courses under the Liberal Studies Concentration for either Spanish or Hmong. The following blended concentration courses are as follows:

Table 1. Liberal Studies Blended Concentration Program

Spanish Emphasis

<u>Course #</u>	<u>Course Title</u>	<u>Units</u>
SPAN 119	Advanced Grammar	3
SPAN 121A	Composition A	3
SPAN 134	Spanish in Bilingual Schools	3
CLAS 116	Cultural Change and the Latino	3
Total Units		12

Hmong Emphasis

<u>Course #</u>	<u>Course Title</u>	<u>Units</u>
HMONG 100	Intermediate Reading and Composition	3
HMONG 101	Advanced Reading and Composition	3
LEE 129	Hmong in Bilingual Schools: BCLAD	3
ANTH 123	Peoples and Cultures of Southeast Asia	3
Total Units		12

While students are taking their underclass courses, it is recommended that they register and pass the California Basic Educational Skills Test (CBEST) and California Subject Examinations for Teachers (CSET) exams. Once students have completed their Liberal Studies Program, they will then apply to be accepted into the 2042 Multiple Subjects Credential Program [see Figure 1] and declare their interest in the Bilingual-reauthorization Certification.

The Multiple Subject Credential Program at California State University, Fresno and its prerequisites include a purposeful, interrelated, developmentally designed sequence of coursework and field experiences that effectively prepares candidates to teach all K-12 students and understand the contemporary conditions of schooling. Bilingual candidates must fulfill all of the requirements for the Multiple Subject Credential and one additional bilingual course [see Table 2 and 3]. Students will also be required to complete their final student teaching in a bilingual setting. Following are the required course completion for both Spanish and Hmong Certification.

Table 2. Course Completion of Bilingual-reauthorization Certification

Spanish Emphasis

<u>Course #</u>	<u>Course Title</u>	<u>Units</u>
LEE 136	Teaching Content in Spanish	3
EHD 170	Field Study C/ Grades K-8 [students in bilingual placement Spanish]	3

Hmong Emphasis

<u>Course #</u>	<u>Course Title</u>	<u>Units</u>
LEE 135	Teaching Content in Hmong	3
EHD 170	Field Study C/ Grades K-8 [students in bilingual placement Hmong]	3

Prior to exiting the Fresno State Spanish/Hmong Bilingual Authorization Credential Program, students will meet with BCLAD Coordinator to review coursework. Based on recommendation, students will then apply for credential by meeting with credential analyst. In order for student to apply for the preliminary credential, students must pass the Cardiopulmonary Resuscitation (CPR) and Reading Instruction Competence Assessment (RICA) state required exams.

Table 3. Multiple Subject Credential Program Sequence of Courses

Phase 1:

CI 171	Understanding the Learner, Instructional Design, and Assessment	3
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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

Table 4. Multiple Subject Credential Program Required Examinations

Required Examinations

California Basic Educational Skills Test - CBEST
California Subject Examinations for Teachers - CSET
Reading Instruction Competence Assessment - RICA
Cardiopulmonary Resuscitation – CPR

Leadership Team

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. Following is a list of the leadership team [attached are their course syllabus and vitas]. Click on name to see Vita. Click on course name to see syllabus.

Instructors

Debbie Avila	SPAN 119
Elsa Castillo	SPAN 121 A
Cosme Zaragoza	SPAN 134
Phil Gonzales	CLAS 116
Stanley Lucero	LEE 136
Phong Yang	HMONG 100
Phong Yang	HMONG 101
Tony Vang	LEE 129
Hank Delcore	ANTH 123
Tony Vang	LEE 135

Supervisors

Laura Alamillo	EDH 170
Julio Corrella	EDH 170

Coordinator and Dept. Chairs

Teresa Huerta	BCLAD Coordinator
Glen DeVoogd	Chair of Literacy and Early Education
Chris Golston	Chair of Linguistics
Saúl Jiménez-Sandoval	Chair of Modern and Classical Languages and Literatures
Victor Torres	Chair of Chicano and Latin American Studies
John Pryor	Chair of Anthropology

The Fresno State Spanish/Hmong Bilingual Authorization Program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. Following is a list of local school district administrators that support the program.

Maria Maldonado	Assistant Superintendent, Department of English Learner Services, Fresno Unified School District
Lisa Benavidez	Principal, Ann Leavenworth Elementary, Two-Way Immersion Program, Fresno Unified School District
Misty Her	South East Elementary School, Fresno Unified School District
Robb Christopherson	Reagan Elementary School, Clovis Unified School District
Terry Hirschfield	Principal, Laton Elementary School, Laton Unified School District, Two-Way Immersion Program

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

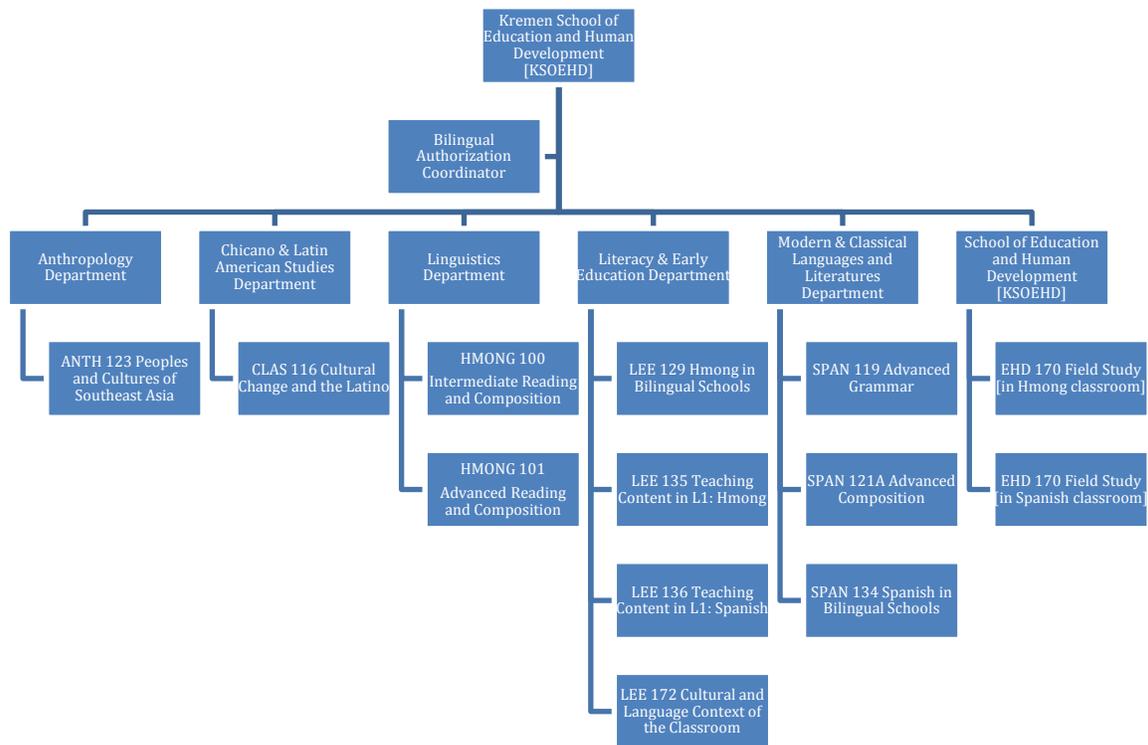
James Marshall,	Associate Dean
Robin Chiero	Director Curriculum and Instruction
Lisa Nyberg	Multiple Subject Coordinator
Janelle Tatsumura	Liberal Studies Coordinator
Janine Quisenberry	Director of Professional Field Experiences
Sherri Nakashima	Credential Analyst, KSOEHD Ed. Student Services Center
Ivy Fitzpatrick	Credential Admissions Technician

Additional Programs and organizations that also provide support to the Fresno State Spanish/Hmong Bilingual Authorization Credential Program are the following:

- CSU Mexico Bilingual Elementary Teaching Credential Program with coursework in Guadalajara and Oaxaca [Bi-TEP].
- California Reading and Literature Project [CRLP]
- Verso, Perla, Pluma y Flor [CRLP Spanish Writing Institute]
- KSEOHD International Committee
- Fresno/Madera CABE/CASBE Chapter Conference co-sponsored by LEE Department
- Association of Mexican American Educators (AMAE) Fresno Chapter
- Parent Institute for Quality Education (PIQE)

Curriculum

Figure 2. Bilingual Authorization Coursework by Department



The curriculum in the CSUF Bilingual Program is designed around the Knowledge, Skills, and Abilities (KSAs) in the areas of language, bilingual methodology and culture. The curriculum consists of five courses in each of two primary language programs, Spanish and Hmong [see Tables 1 & 2]. These programs stem from various university departments: Anthropology, Chicano & Latin American Studies, Linguistics, Literacy & Early Education, Modern & Classical Languages and Literatures and School of education and Human Development [see Figure 2]. These courses were either selected or created in order to provide the bilingual candidate with the optimal skills needed to teach effective bilingual children in the Central Valley. Following is a brief review of the curriculum in

the respective courses in the CSUF Bilingual Program [for more in-depth review see course syllabi].

In the area of language, there are three required courses for both the Spanish and Hmong concentration. For Spanish the required courses are *Spanish 119 Advance Grammar*, *Spanish 121A Composition A*, and *Spanish 134 Spanish in Bilingual Schools*. The language courses for Hmong concentration are *Hmong 100 Intermediate Reading*, *Hmong 101 Advanced Reading and Composition*, and *LEE 129 Hmong in Bilingual Schools*. The course curriculum focuses on: grammar review, analysis of grammatical construction, and refinement of writing skills through vocabulary development, spelling, and composition. Special emphasis is placed on problems created by differences between the spoken and written language. In addition, courses Spanish 134 and LEE 129 provide focus on language proficiency for bilingual teachers at the elementary level and the development and evaluation of bilingual teaching materials. It is also important to note that the LEE 172 Cultural and Language Context of the Classroom, which is under the Multiple Subject Program and required course for the bilingual teacher candidate, provides students with an understanding of the role of language (i.e. first and second language acquisition) and its impact on learning and teaching. As such, teacher candidates are expected to acquire an understanding of acquisition theory and instructional strategies for English Learners in the classroom [see LEE 172 syllabus].

In the area of bilingual methodology, there is one required course for each of the two programs, LEE 136 Teaching Content in Spanish and *LEE 135 Teaching Content in Hmong*. In these courses emphasis is placed on primary language methods and materials used to teach content in bilingual classrooms. Teacher candidates are taught in-depth knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. In addition, candidates will spend time delivering lessons in the Spanish/Hmong language. As specified earlier, both LEE 136 and LEE 135 (see course syllabi) address bilingual methodology in the development and evaluation of bilingual materials and in the design of and delivery of instruction. Students will also deliver lessons in the Spanish/Hmong language as part of this course. The courses include basic content area instruction in Hmong, evaluation of teaching materials, and conferencing with parents. Furthermore, in LEE 172 candidates are expected to acquire pedagogical practices based on sound theory and research. The work of Eugene Garcia (2005), Stephen Krashen, Jim Cummins (1999), John Ogbu (1987) are just a few of the researchers that ground the practices in this course. This research along with others reinforces this course's stance that culture and language are closely linked.

In the area of culture, both CLAS 116 Cultural Change and the Latino and ANTH 123 Hmong in Bilingual Schools focus on Latino and Hmong culture within the U.S. experience. More specifically, CLAS 116 examines the growing complexity and diversity of the Latino population in the U.S. by analyzing its cultural, political, social, and economic manifestations. Emphasizes its contributions to the development of a multicultural nation during the late twentieth century. For ANTHRO 123, the focus is on

the political, economic, social, and cultural life of the people of Southeast Asia. The course is structured around a series of case studies, connected by some broader issues and themes. Students are expected to be conversant in contemporary Southeast Asian life, and aware of the themes and trends that will likely be important to the region in the future. This course further examines the major effects of culture contact between East and West. In LEE 172: Cultural and Language Contexts of the Classroom [see LEE 172], candidates become aware of their own cultural perspective through various assignments including weekly Making Connections and a cultural awareness project [see LEE 172].

In the area of field experience, there are three sequential courses required for 2042 Multiple Subject Credential Bilingual Program: EHD 174 Field Study A: Grades 4-8, EHD 178: Field Study B: Grades K-3, and EHD 170 Field Study C: Final Student Teaching [see, Multiple Subject Field Work Handbook]. The final student teaching experience EHD 170 is specifically aligned to the bilingual student teacher candidate. For example, the EHD 170 Field Study C is a culminating course that involves application of the theory and methods learned in coursework and promotes the candidate's analysis of his/her own teaching within a bilingual setting. As such, the field study placement requires full time student teaching five days a week in a bilingual classroom. Special effort has been made to place bilingual student teachers in dual language programs with qualified bilingual teachers and supervisors. However, when a bilingual setting is not available, such as bilingual Hmong classrooms, efforts are made to place the bilingual Hmong student teacher with a teacher who is proficient in Hmong. For bilingual teacher candidates to make progress, it is important that master bilingual teachers and teacher candidates share in all aspects of classroom instruction and management. Bilingual teacher candidates receive ample time to work with students and to demonstrate the ability to use a variety of methods and techniques (i.e. instruction in the primary language, sheltered instruction [SDAIE/ SIOP]. EHD 170: Field Study C offers continuing opportunities for bilingual teacher candidates to apply what they have learned and to assume responsibilities of full-time teacher.

STANDARD TWO: Assessment of Candidate Competence

Course	Standard Two	Standard Three	Standard Four	Standard Five	Standard Six
SPAN 119	X		X		X
SPAN 121A	X	X	X		X
SPAN 134	X	X	X		X
CLAS 116	X	X	X	X	
LEE 136	X	X	X		X
HMONG 100	X	X	X		X
HMONG 101	X	X	X		X
LEE 129	X	X	X		X
ANTH 123	X	X		X	
LEE 135	X	X	X		X
EHD 170	X		X		X
LEE 172		X	X	X	

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

The Bilingual Coordinator, in collaboration with the Liberal Studies Coordinator, the Multiple Subject Program Coordinator, the Director of Field Placement, faculty and university supervisors, work jointly to oversee the coursework of bilingual teacher candidates, as part of the Bilingual Multiple Subject Program. This joint effort includes monitoring student development and achievement, including language proficiency during candidate's enrollment in the Liberal Studies and 2042 Multiple Subject Credential Program.

Bilingual teacher candidates take the majority of their bilingual concentration coursework during their Liberal Studies Concentration. However, candidates may also take the coursework while in the Multiple Subject Credential Program or within one year of completing the credential program [see Liberal Studies Handbook]. The bilingual program coursework is aligned to the Commission on Teaching Credentialing (CTC) bilingual program standards. As such, the CTC bilingual program standards are embedded within the various courses in both the Spanish and Hmong programs (see course syllabi). Under the Liberal Studies major, students are required to have a 3.00 overall GPA in their course work with no grade lower than a "C". Documentation in meeting the program standards by student candidates have been embedded within the

various five required Spanish and Hmong courses in terms of assignments, exams, projects, and field experiences [see Tables 1 & 2]. All undergraduate students, including students in the bilingual concentration meet regularly with Liberal Studies counselors for guidance and review for completion of course studies.

Upon completing their Liberal Studies Concentration, the bilingual candidates apply and seek admission to the Multiple Subject Credential Program. Part of the admission is declaring their interest in a bilingual credential to the KSOEHD admission officer. Once student has been admitted to the 2042 Multiple Subject Program, the Admission Officer will provide a copy of that declaration to the Bilingual Coordinator. This document provides evidence to Bilingual Coordinator that candidate has met his/her requirements to enter the Multiple Subject Program, including passing grades in their Spanish or Hmong concentration. In the Multiple Subject Program, bilingual teacher candidates will continue completing remaining courses in their bilingual program (see Table 2). The following table provides a description of how credential candidates of Spanish and Hmong languages meet standards competency through coursework.

Table 5. Bilingual Authorization Standards Supported through Coursework

Standards on Language	Standard 3 The Context for Bilingual Education and Bilingualism	Standard 4 Bilingual Methodology	Standard 5 Culture of Emphasis	Standard 6 Assessment of Language Competence
Spanish Coursework	Span 134 Spanish in Bilingual Schools LEE 172 Cultural and Language Context of the Classroom	LEE 136 Teaching Content in Spanish LEE 172 Cultural and Language Context of the Classroom	CLAS 116 Cultural Change and the Latino	SPAN 119 Advance Grammar SPAN 121A Composition A SPAN 134 Spanish in Bilingual Schools EHD 170 Field Study C/ Grades K-8 [students in bilingual placement Spanish]
Hmong Coursework	LEE 129 Hmong in Bilingual Schools: BCLAD LEE 172 Cultural and Language Context of the Classroom	LEE 135 Teaching Content in Hmong LEE 172 Cultural and Language Context of the Classroom	ANTH. 123 Peoples and Cultures of Southeast Asia	HMONG 100 Intermediate Reading and Composition HMONG 101 Advanced Reading and Composition EHD 170 Field Study C/ Grades K-8 [students in bilingual placement Hmong]

Language Assessment for Program Entry

Admission to the Multiple Subject Program with a Bilingual Authorization credential requires that students score at the ACTFL Intermediate High level on the Fresno State Spanish/Hmong Language Proficiency exam. The exam will be administered as a part of SPAN 134 / LEE 129 and later again as a part of LEE 136 / LEE 135 for students who did not reach the Intermediate High level.

Candidates must successfully pass the entry interview with the Bilingual Coordinator to be admitted to the Fresno State Spanish/Hmong Bilingual Authorization Program. The interview involves a dialogue about the candidate's willingness to complete the program; their sensitivity to children of differing ethnic, cultural and socioeconomic backgrounds; their pre-professional experiences, and their personal qualities. These interviews are conducted in the target language in order to ascertain their language skills and their multicultural knowledge of various ethnic groups. In addition, a Check List Advising Form is used to review prior coursework taken under the Liberal Studies Bilingual Concentration and advice on remaining courses under the Multiple Subject Program [[see Check List Advising Form](#)].

In order to complete all program requirements, the Bilingual Program Coordinator will certify that each candidate has successfully met the requirements for the Bilingual Authorization. As part of this process, the Bilingual Program Coordinator holds an exit interview after the completion of the candidate's final semester. The coordinator certifies satisfactory completion of all requirements for bilingual authorization by credential candidates and transmits the [Check List Advising Form](#), as documentation to the KSOEHD Credential Analyst, who sends the formal recommendation to the CA Commission on Teacher Credentialing.

Formative and Summative Assessment

Coursework instructors, field experience coordinators, supervisors continually assess student performance and their completion of criteria established within the program—demonstrating individual candidate competency across TPEs (Teaching Performance Expectations) [see Fresno Assessment of Student Teachers Manual]. Program Coordinators monitor the overall professional development of each candidate in the Multiple Subject Program, checking for competency at midterm and conclusion of each semester [Multiple Subject Supervisor Manual]. The Bilingual Program Coordinator is responsible for both entrance and exit interview process established and utilized to recommend candidates for the Bilingual Authorization and the 2042 preliminary teaching credential.

In reference to the Multiple Subject Program, students are taught TPE-related knowledge and skills, are formatively evaluated, are provided remediation if necessary, then summative evaluated for mastery of TPE knowledge and skills at a beginning teacher level. In all courses and field assignments, candidates receive systematic feedback, including feedback regarding their TPE-related performance, through identified

formative assessments and other coursework-embedded assignments, and from fieldwork Master Teachers and university supervisors by way of class observations, competency feedback, and required goal setting/assessment meetings [see Multiple Subject Overview Matrix in Multiple Subject Credential Program Assessment: TPE Matrix in FAST Manual: Multiple Subject Field Work Handbook]. At the summative level, candidates must pass specific FAST tasks (referred to as projects) that are embedded into their fieldwork in order to receive credit for that fieldwork and to move to the next phase of pre-service training. [See FAST Manual: TPE Matrix.] FAST has been approved by the CCTC (California Commission on Teacher Credentialing) as a fair, valid, and reliable assessment system and has been fully implemented as an approved system since July 1, 2008.

When a candidate enrolls in the final student teaching experience, both the master teacher and university supervisor again provides prompt and systematic feedback. Teacher candidates keep journals where reflectivity is encouraged and the university supervisor and/or master teacher has an opportunity to respond. Master Teachers are the primary role models for the student teacher, Master Teachers are the primary role models for the student teacher; however, university supervisors also provide demonstration lessons in some of the programs. As such, supervisors provide consistent feedback in order to improve their instruction. There are also opportunities for supervisors to comment and provide feedback on lesson plans.

Systematic assessment of candidates for readiness to assume daily teaching responsibilities is done by the master teacher and university supervisor. This is an ongoing process and culminates with a final assessment. The Supervisors Manual [See Supervisor Manual.] for Multiple Subject provides a systematic process for regular visitations and feedback. University supervisors in EHD 170 (in the case of bilingual candidates are bilingual supervisors) are expected to visit the classroom a minimum of eight times per semester and complete five formal observations of student teachers. Triad conferences are held with the student teacher, university supervisor, and master teacher to document the mid-semester progress and final evaluation. In the event that serious corrective action is needed, a specific procedure is outlined in the Multiple Subject Supervisor Manual and the Multiple Subject Field Work Handbook whereby joint conferences and documentation are required.

Guidance and Coaching

The bilingual university supervisor and the bilingual master teachers share responsibility for guiding, assisting, and evaluation student teacher [see Supervisor Manual and Multiple Subject Field Work Handbook.]. If a student teacher is having difficulties, the university supervisor has several options beginning with more frequent observations and opportunities for feedback. Specific activities are outlined for the student teacher. The

supervisor can extend the student teacher's placement to allow time for gaining the specified skills. The supervisor, in collaboration with the bilingual program coordinator and the director of field services, may change the student teacher's placement or require that a placement be repeated.

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, including FAST deadlines and language proficiency exam.

End of Program Verification

At the end of the bilingual student candidate's program, the multiple subject program review committee oversees the work of all students and reviews evidence of successful program progress and completion for each candidate for the academic year. Evidence will include completion of the Teaching Performance Assessments (FAST) and embedded signature assignments. All of these elements are further aligned to the bilingual program courses articulated in this document.

Concurrently, the bilingual program coordinator verifies the candidate's satisfactory performance in bilingual student teaching [see EHD 170, Field Study C syllabus] that is supported by a qualified bilingual teacher or equivalent field placement in the appropriate grade level classroom and language experience. For bilingual candidates, who complete student teaching in a bilingual classroom, this verification includes satisfactory evaluations of bilingual student teaching from both school site master teachers and university supervisors. Bilingual program course instructors, university supervisors and school based master teachers will be required to be bilingual and have expertise with bilingual instruction for those in the Spanish Authorization. Every effort will be made to have similar language expertise for the Hmong, however where not possible these candidates will have alternative field placements for "language of emphasis" while meeting the same "student teaching" requirements to ensure they meet all 2042 competencies. Included in the evaluation is the Student Teaching and Final Evaluation Form with signatures of master teacher and university supervisor, this is required to further document competencies for bilingual candidates who participate in bilingual student teaching.

Completion of the bilingual program will require an exit review. This review will consist of the Bilingual Program Coordinator certifying that each candidate has satisfactorily met the requirements for the Bilingual Authorization including language proficiency. As such, Spanish and Hmong language candidates must demonstrate appropriate level of language proficiency.

STANDARD THREE: The Context for Bilingual Education and Bilingualism

Course	Standard Three
SPAN 119	X
SPAN 121A	X
SPAN 134	X
CLAS 116	X
LEE 136	X
HMONG 100	X
HMONG 101	X
LEE 129	X
ANTH 123	X
LEE 135	X
EHD 170	
LEE 172	X

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages

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

3.1

How does the program ensure that candidates develop understanding of the philosophical, theoretical, and research bases for bilingual education, including knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], Lau v. Nichols,

Castañeda v. Pickard) and California (e.g., Méndez v. Westminster, Proposition 227, Williams v. State of California) and their effects on bilingual education programs?

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. The specific courses address these issues by having students in LEE 172 examine and analyze specific laws and legislation that have impacted the use of bilingual education in public schools. This is done through lectures, discussions and reflections. Students are expected to reflect on the implications of certain laws and how they affect the use of bilingual education in the classroom [see LEE 172 syllabus].

In LEE 136, students learn about the historical context of bilingual education in this course as well as learn about how to apply instructional strategies in the primary language. Students receive knowledge in both theory and practice. Students will learn about the history, policies and programs on the effectiveness of bilingual education in the United States. In addition, students learn about the specific role English Language Development (ELD) plays in a k-12 classroom as well as how to integrate ELD within a bilingual education classroom. Students complete a “Dialogo con el Tema” every week. Students address a different topic every week and respond to it in the form a reflection that contains two quotes, a visual, one interpretive paragraph and one classroom implication paragraph. Students reflect on topics such as bilingual education theory, policy and practice [see LEE 136 syllabus].

In CLAS 116, students learn and understand the public/decision making process and how it can be used to effect change for the Chicano/Latino. Students learn about the evidence of a very high Chicano/Latino high school dropout rate and a very low college entrance rate. Their learning of this material provides students with a set of important skills to be utilized as they interact creatively and constructively with the Chicano/Latino communities. In the Field Study/Activity Report, students will be required to attend one of the following: city council meeting, board of supervisors meeting, a school board meeting, or community organization meeting (consult instructor for approval of community organization). The purpose of this assignment is for the student to experience the policy/decision making process [see CLAS 116 syllabus].

3.2

How does the program ensure that candidates can analyze the effects and impact of federal, state and local policies on the measurement of educational achievement of students in bilingual programs?

In LEE 172 students examine the impact of federal, state and local policies on the educational achievement of bilingual students. Teacher candidates provide reflections based on the readings and a review of the policies driving instructional strategies in the classroom. In a course assignment, the students reflect on policy implications of policies impacting services for bilingual students [See LEE 172].

In LEE 136, students study the results of the Collier and Thomas research by the types of programs and services that English Learners receive in the United States. They learn that many school policies limit the services students receive in their primary language and the impact it has on the high school state test results. A comparison is made between ELD, SDAIE, Transitional Bilingual, and Bilingual Immersion programs [See LEE 136].

3.3

How does the program help candidates to develop understanding of the theoretical foundations, practice, limitations, and effects of the deficit perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation in the target culture) and the enrichment perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation to the target culture)?

In CLAS 116 students apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Students understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

In LEE 136, candidates apply knowledge of the research in second language acquisition to the theoretical and practical foundations of bilingual education. By knowing the theories in learning a second language, candidates can apply these theories to instructional practices in the classroom. Candidates are able to apply both theory and practice by reflecting on these concepts and designing lessons in Spanish showing how they make instructional decisions based on the theory of the course [see LEE 136].

In CLAS 116, students choose a topic to research and investigate. Students are expected to write a research paper on any topic affecting the Chicano/Latino community. Students can focus on issues of language. They can discuss issues of assimilation, language loss, or maintenance of the first language. Students are encouraged to investigate a topic they are interested in and that relates to the course content [see CLAS 116, Research Paper assignment].

In ANTH 123, students apply the course content and readings to an online posting on Blackboard. Students reflect on the readings and connect it to their own personal experiences. The course specifically deals with the cultures of South East Asians. Issues of language are discussed in these online postings [see Anth 123].

In LEE 172, students learn the importance of primary language instruction in the context of learning English as a second language. They learn this through first understanding first language development through discussing the three theories of first language acquisition. All Multiple Subject credential candidates take this course, including BCLAD candidates. It is an important course in laying the groundwork for understanding language transfer to the target language. Students understand the concept of acculturation as it relates to the immigrant/bilingual child. The importance of understanding acculturation vs. assimilation are discussed and students understand that one is deficit and the other is additive [see LEE 172].

3.4.

How does the program provide guidance for philosophical, theoretical, and research bases for bilingual education, including the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education)?]

In LEE 136, students learn about the critical features of dual language immersion programs and the importance of bilingual programs that incorporate language, culture, and academics in two languages to not only promote bilingualism, biculturalism, biliteracy, and bicognitive skills but also to attain high academic proficiencies in two languages [see LEE 136].

3.5.

What components of the program prepare candidates to develop and apply knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) and roles of code switching, language mixing and interlanguage in the development of bilingualism and biliteracy?

In all three Spanish classes (SPAN 119, 121A 134), the students become familiarized with the different speaking registers, especially those required to speak with parents and students (e.g. the differences between tú and usted). Special emphasis is given to the understanding of code switching, language mixing and inter-language (e.g. uses of Spanglish and false cognates). Students also learn about the use of standard Spanish versus regional variations of Spanish (e.g. the use of "pelo chino" instead of "pelorizado") [see SPAN, 119, SPAN, 121A and SPAN, 134].

In Hmong 100, students learn to approach the language and the culture in an analytical way, and to become sensitive to the existing – but invisible – links that tie word to concept, and knowledge to practice to enhance their bilingual and bicultural competency [see HMONG 100].

1

In Hmong 101, students learn of the existing parallelism between English and Hmong. Students learn through a weekly dictation assignment the parallels between English and Hmong. Students also complete a text study investigating grammar and vocabulary of the Hmong language [see HMONG 101, Text-study assignment/Dictation assignment].

In LEE 136, students are expected to read the textbook in English and then write about the information in Spanish. They are expected to present oral reports in Spanish without using English. Their writing assignments [diálogos] include topics such as Learning English, Learning Spanish, English Reading, Spanish Reading, Spanish Math, Spanish Science and Spanish Social Studies. They must locate a quote from the textbook or other media directly related to the topic, paraphrase the quote, and then give their reflection on how the quote is related to their personal and professional life. The quote may be in English or Spanish, but the remainder of the assignment must be in Spanish [see LEE 136].

3.6

What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy?

In Hmong 101, students are able to identify, to analyze then to propose appropriate outcomes to situations or contexts where there are discrepancies and/or cultural and language conflicts [see HMONG 101].

In LEE 172, candidates learn in this course the importance of the primary language in development of the first language. By studying first language development, specifically Noam Chomsky's theory of the Language Acquisition Device (LAD) students learn that there is an innate ability to learn languages. The LAD plays a role in the first and second language development. Candidates watch a video entitled "Baby Talk" where they learn through Noam Chomsky how babies learn their first language. Brain research plays a critical role in understanding the development processes of bilingualism and biliteracy. Candidates learn early on that bilingualism does not occur in isolated compartments in the brain and that it does not cause confusion in language learning. These are essential elements in studying bilingualism and its relation to the brain [see LEE 172].

In LEE 136, the similarities and differences between first language acquisition and second language acquisition are discussed throughout the semester. Learning to speak, read, and write throughout the academic curriculum is emphasized. Instruction in the first language as well as instruction in the second language is a key feature of the entire semester [see LEE 136].

3.7

How does the program develop each candidates' understanding of the transferability of language and literacy skills and the acquisition of content and context knowledge between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language?

In all three Spanish classes (SPAN 119, 121A 134), students are reminded that their writing and reading skills in one language can be transferred to the other, such as in paragraph and essay structure, including thesis development. At the same time, students are made aware that they must pay special attention to similarities and differences in syntax, morphology and semantics between the languages (e.g. the usage of diminutives and augmentatives in Spanish with their respective connotations and detonations).

In Hmong 100, students learn to apply and transfer English academic abilities into Hmong language learning process, especially the passage of oral style to written approach or conversational to literate, formal and/or academic style [see Hmong 101 syllabus/Text Study assignment].

In LEE 172, candidates learn about the importance of using cognates in the content areas. The first language is a tool and content knowledge is first. Candidates learn specific strategies on how to connect first language content knowledge to second language content information. The use of cognates in math and science are encouraged. Candidates learn that there may times when they do not have re-teach content knowledge, instead use the first language content knowledge to access the second.

In LEE 136, one of the main goals of the class is “transferring language and literacy skills.” Reference is made to Cummins’s research on BICs, CALPs, and the Threshold Theory. One of the classroom activities is comparing and contrasting English and Spanish with the students providing many examples from their own experiences.

3.8

How does the program incorporate opportunities for candidates to apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writings skills in the primary and target language?

In Spanish 119 and 121A, translation exercises are used in the course in order for students to be made aware of the morphological and syntactical contrast between the two languages. The translation exercises focus on specific grammar points, such as "gustar" and other similar verbs.

In all three Spanish classes (SPAN 119, 121A 134), a great emphasis is placed on the phonological differences between English and Spanish. For example, the students learn about written and oral alphabetical differences, such as the Spanish ñ and the English shwa.

In all three Spanish classes (SPAN 119, 121A 134), students analyze and contrast the special lexical characteristics of the two languages, which can sometimes cause grammatical confusion and cultural misunderstandings. For example, students learn that "agarrar" does not always translate as "to get" in English.

In Hmong 101, course focuses on candidates being able to communicate in conversational situations in order to have a better pronunciation, especially the pre-nasalized consonants (Nt, nts, ntx, etc.). Students complete a dictation assignment every week where they learn the language variations/sound variations in the Hmong language.

In LEE 136, students' focus on true and false cognates are presented and discussed in the Math, Science and Social Studies areas of the school curriculum. English and Spanish features are also compared and contrasted in class.

3.9

How does the program prepare candidates to enhance school-home partnerships, and assist in identifying and using community resources? (i.e., candidates support families to contribute their knowledge to culturally inclusive institutions and participate in school forums and organizations)

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

In LEE 136, course focuses on teaching content in L1/L2 and building on and using the learner's home and community culture. Students complete a "diálogo" on the family. Students use Appendix A in the LEE 136 to write a reflection on the area of family and how the family impacts the acquisition of two languages.

In CLAS 116, students discuss the importance of being inclusive of families in the classroom and reflect on the variety of ways to inform parents of the theoretical underpinnings of bilingual education. Candidates learn that parents and community plays an instrumental role in the academic achievement of the children they are teaching. Family and community are resources and candidates learn about how to be more inclusive of family by practical methods and looking at one's own philosophical beliefs regarding the family and community. Students develop a short-term parent plan for their first week of instruction. Students must consider factors such as parent interests, language, literacy, siblings and any other factors that may be used as "funds of knowledge" in the classroom or may impeded parent involvement.

In CLAS 116, students participate in a Field Study Activity. This activity consists of students attending one of the following: City Council Meeting; Board of Supervisors Meeting; or a Community Organization Meeting. The purpose of the assignment is for

the student to experience the policy/decision making process.

3.10

How does the program prepare candidates for effective, two-way communication with families through the appropriate medium (e.g. parent conferences, phone, home visits, written communication, e-mail, and videos in the primary language) on matters of students success, the family's educational goals, guidance, notification of rights, placement and program options; understanding student achievement and assessment results; parent roles in supporting student achievement; school and district policies and parent opportunities to influence school policy?

In Hmong 101, focus is placed on students acquiring communicative strategies for different situations in daily life such as expressing feelings, making plans, presenting and reacting to opinions, initiating, continuing and ending a conversation, a discussion or a debate. Students will learn strategies to empower themselves while communicating with community and family, and for professional needs.

In LEE 136, focus is placed on students writing a letter to parents in Spanish and encourages them to enroll their children in two-way Bilingual Immersion Program. Students practice oral presentations to parents in Spanish [see LEE 136 syllabus].

In LEE 129, students learn the importance of how to communicate with Hmong adults about issues in education and conferencing with parents.

In LEE 172, students are exposed to organizations such as PIQE, Parent Institute for Quality Education. Guest speakers introduce to students important factors in establishing positive relationships with parents through parent conferences, phone calls, and home visits. Candidates learn about how to effectively communicate with parents by establishing a parent plan their first week of instruction.

In LEE 135, student must be able demonstrate the knowledge of the interrelationship among the school, Hmong parents, and community. These interrelationships are discussed in weekly discussions.

In Spanish 121A, students learn to write formal letters in Spanish, which can be used in any professional or business setting. Students are informed that this letter format can be utilized to communicate with parents and school personnel.

In Spanish 134, students participate in role-playing activities in order to practice their Spanish. These include mock face-to-face interviews and phone conversations with parents of school children.

In Hmong 100, students write a play as a group theatrical piece that they will be performing at the end of the semester.

3.11

How does the program promote the candidates' understanding of cultural influences on learning and teaching in bilingual program settings and the understanding of the effects of intercultural communication on school/community climate, student motivation, participation and achievement?

Candidates in LEE 172 investigate the home/school and community/school connection and climate by interviewing a bilingual student in the first phase of the program. Candidates present the child in a powerpoint addressing the characteristics of the community the child lives in. Candidates highlight the importance of establishing connections with home and school through this presentation. Candidates understand through this Cultural Awareness presentation the importance of intercultural communication in order to increase achievement in the classroom [see LEE 172 syllabus].

In LEE 136, candidates develop the skills required to teach content in L1/L2 and build on using the learners' home and community culture. Some diálogo related topics include: The family [la familia], Sayings [Dichos y refranes], and cultural activities in the school [actividades culturales]

STANDARD FOUR: Bilingual Methodology

Course	Standard Four
SPAN 119	X
SPAN 121A	X
SPAN 134	X
CLAS 116	X
LEE 136	X
HMONG 100	X
HMONG 101	X
LEE 129	X
ANTH 123	
LEE 135	X
EHD 170	X
LEE 172	X

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

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program prepares bilingual teacher candidates with a deep understanding of bilingual methodology through its various coursework, assignments, and field experience. For example, candidates are prepared to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and distinguish language forms and functions in the primary (Spanish and Hmong Languages) and target (English) languages through their required coursework such as in the Spanish emphasis: SPAN 134 and LEE 136 or in Hmong emphasis: LEE 129, and LEE 135. Following is a more specific response to each of the CTC's program planning questions in reference to coursework in the KSOEHD

Bilingual Authorization Credential Program.

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

4.1

How does the program design and develop the candidates' understanding of the applications, benefits and limitations of different bilingual program models?

Multiple Subject credential students pursuing a bilingual certification take various courses fitting for their language of emphasis that focuses on their understanding of the applications, benefits and limitations of different bilingual program models. For students focusing on Spanish emphasis, courses SPAN 134 and LEE 136 provide an overview on different bilingual program models research by Thomas & Collier regarding English Learners throughout the United States by program types: Sheltered Immersion, English Language Development, and Specially Designed Academic Instruction in English, Transitional Bilingual, Maintenance Bilingual, Heritage Immersion, & Dual Language Immersion. Equally, Hmong emphasis, courses LEE 129 and LEE 135 provide teaching methodology in the primary language for bilingual and cross-cultural classrooms

The CLAS 116 course prepares candidates to understand and apply research and its effects on the dimension of learning in bilingual education program models. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement [see CLAS 116 syllabus].

4.2

How does the program provide candidates the understanding of ways in which variations in students' primary languages (e. g, dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language?

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program prepares candidates to understand the ways in which variations in students' primary languages (e. g, dialectal and/or tonal differences and use of vernacular forms) can be used to facilitate the development of social and academic language. For example in the Spanish concentrations, candidates in SPAN 134, SPAN 121A, and SPAN 136 are made aware of the variations of the Spanish spoken in the San Joaquin Valley, with a special emphasis placed on Mexicanisms and archaic terms. They learn how these terms both enrich and interfere in the acquisition of standard Spanish. In HMONG 100 and 101 candidates develop linguistic, bilingual, and bicultural competency. For example, candidates acquire accurate knowledge on how to be able to identify issues and analyze them to propose appropriate answers to situations in reference to the use of language where there may be discrepancies and/or cultural and language conflicts.

The importance of Dr. Cummins's BICs and CALPs is often referred to in many of the classes as they apply to bilingual instruction [LEE 172, LEE 136]. Students in LEE 136 read an article written in New Mexico Spanish as one of the class activities.

The CLAS 116 course prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

The LEE 136 prepares students to read an article written in New Mexico Spanish as one of the class activities.

4.3

How does the program ensure that candidates apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers) and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages?

Program candidates are prepared to apply knowledge of language structures, forms and functions to develop and deliver effective language and literacy instruction in the primary and target languages. For students focusing on Spanish certification, SPAN 134, and SPAN, 121A, students learn in great depth the morphology of Spanish, including word roots, prefixes and suffixes, in order to acquire and teach in the target language. In these two courses students also learn about the different registers in written Spanish and learn the appropriate vocabulary for each type of essay. In these courses emphasis is placed on academic essays, such as expository and argumentative. For students focusing on Hmong certification, course Hmong 101 provides students with the ability to use a rich and more diversified vocabulary to describe ideas--in a language with shade of meanings, capable to express and communicate complex thoughts, reflections or emotions.

SPAN 119, SPAN 121A & SPAN 134: In all three classes, students are reminded that their writing and reading skills in one language can be transferred to the other, such as in paragraph and essay structure, including thesis development. At the same time, students are made aware that they must pay special attention to similarities and differences in syntax, morphology and semantics between the languages (e.g. the usage of diminutives and augmentatives in Spanish with their respective connotations and detonations). Students analyze and contrast the special lexical characteristics of the two languages, which can sometimes cause grammatical confusion and cultural misunderstanding. For example, students learn that "agarrar" does not always translate as "to get" in English.

SPAN 119 & SPAN 121A: Translation exercises are used in the course in order for students to be made aware of the morphological and syntactical contrast between the two languages. The translation exercises focus on specific grammar points, such as "gustar" and other similar verbs.

4.4

How does the program ensure that candidates demonstrate knowledge of literary analysis in appropriate genres and forms, and their significance for planning, organization, and delivery including strategies to provide differentiated instruction in primary and target language instruction based on student proficiency levels?

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program provides candidates with various coursework that ensures them with capacity to demonstrate knowledge of analysis in the various forms as described above. For students focusing on Spanish certification, SPAN 134, students learn strategies to teach language and literature according to the grade level of the students. Every student has to write a lesson plan for a certain grade level and then do a mock teaching presentation for the class. For example, a lesson plan may focus on explaining what a fable is and having the children read and discuss the meaning of the fable. For the Hmong focus, HMONG 100 and 101, students learn to identify issues and analyze them and propose appropriate answers to situational use of language where there may be discrepancies and/or cultural and language conflicts. Course LEE 172 provides students (course common to Spanish and Hmong concentration) with the ability to provide appropriate strategies when differentiating instruction in the target language (English) based on student proficiency levels by various field experience assignments. First assignment is data collection on their English language students on levels of language proficiency (see LEE 172 syllabus). Second and third assignments are observing a model ELD and SDAIE lesson. In these assignments students later discuss in class strategies identified based on language proficiency. FAST Exam: Course LEE 136 reviews children's literature in Spanish and discuss how to incorporate a variety of literature books into the content of instructional units.

4.5

How does the program ensure that candidates demonstrate understanding of the roles, purposes and uses of standardized and non-standardized primary and target language assessments in bilingual education settings in order to interpret the results to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings?

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program prepares bilingual candidates with the skills necessary to demonstrate their knowledge in utilizing standardized and non-standardize primary and target language assessments in bilingual education classrooms.

For the Spanish concentration, LEE 136 statement describes this process: "Evaluation and use of primary-language materials for instruction and assessment." LEE 136 reviews language proficiency exams [BSM, CELDT, LAS, IPT, etc.] administered in English and Spanish to assess proficiency in the four language domains: listening, speaking, reading, and writing. Spanish academic normed tests are also discussed [APRENDA, SABE] in relation to English Academic normed tests [CST, CAHSEE] and benchmark tests. The unit tests, ongoing assessments, checklists, and other assessment tools presented in the Spanish textbooks are also discussed. The various test results can be used to group

students with common needs to provide more intensive, focused instruction in both English and Spanish. The importance of identifying learning disorders through assessments in both the primary and the second language is discussed to avoid misplacing English Learners in special education.

For Hmong, the HMONG 135 course ensures that candidates plan appropriate instruction for Hmong students in responding to their levels of English Language Proficiency, literacy and background knowledge. Based on appropriate assessment information, candidates select instructional materials and strategies to develop students' abilities to comprehend and produce English, orally and in written form (see Hmong 135 syllabus). Course HMONG 101 also develops candidates with the skills to apply and transfer English written standards into Hmong writing and reading. Course LEE 172 (course common to Spanish and Hmong concentration) provides students with ...

4.6

How does the program ensure that candidates demonstrate the ability to evaluate and incorporate technology to develop students' literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development?

The Fresno State Spanish/Hmong Bilingual Authorization Credential Program makes certain that candidates acquire the ability to evaluate and incorporate technology to create students literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development in various courses.

For the Spanish concentration, candidates develop these skills in LEE 136. The students submit their assignments online via the campus Blackboard and receive individualized feedback from their instructors. The students use Microsoft Word [or a similar word processing program] to complete their assignments using the spell check features, the insert clip art – pictures features, the reference features for citing quotes, citations and inserting the bibliography and table of contents. Students are advised to use visuals as a part of all of their reports to establish the habit of providing scaffolding to second language learners. Websites such as Enchanted Learning are introduced to the students.

For Hmong candidates, Hmong 101 serves to use technology as integrated learning: Internet, software for writing, reading, presenting research.

Course LEE 172 (course common to Spanish and Hmong concentration) also provides students with important websites (i.e. www.cal.org/create; www.colorincolorado.org) that support literacy in the target language or primary language as references for assignments and future use or in multicultural education (i.e. www.smarttech.com; www.enchantedlearning.com).

4.7

How does the program ensure that candidates demonstrate knowledge of strategies

for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages?

Students are required to develop lesson plans and observe lessons in the multi-subject credential classes [LEE 170; LEE 172) and the BCLAD classes [LEE 135 and LEE 136] that include language and content standards together with language and content objectives. They are directed to the California ELD standards and California Content standards to locate the most appropriate standards for their lessons in both the primary language and in the second language. The ELD standards are used to develop English proficiencies in the four language domains [listening, speaking, reading and writing] for English Learners and are available online at the California Department of Education website. For SLD, the students are directed to the “Estándares de lecto-escritura en español” developed by the San Diego County of Education. The content standards are used to design SDAIE lessons for second language learners in the core curriculum areas [Math, Science, Social Studies, etc.]. The content standards are also available online at the California Department of Education website. As a part of the SDAIE lessons, the students are directed to include specific lesson activities directed at each of the five levels of ELD proficiencies. The SDAIE lessons may be written in English for Spanish speakers and/or in Spanish for English speakers. The students are also directed to the California Foreign Language Frameworks also available online at www.cde.ca.gov [California Department of Education].

4.8

How does the program ensure that candidates demonstrate understanding of the interrelatedness of language and literacy development in order to plan, select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences?

In all three Spanish classes (SPAN 119, 121A, and 134), the instructors use a variety of strategies to develop the ability of the students to write using standard Spanish, and at the same time the instructors remind the students that they can apply these same strategies in their own teaching. For example, in Spanish 119, the students often work in pairs and groups and take over the role of instructor. Often they are told to explain the day's lesson (such as when to use the subjunctive and the indicative moods) to their partner in order to insure that they understand it sufficiently in order to teach it. In Spanish 121A, the students do peer editing in pairs so that they acquire the experience of teaching. Each student writes an evaluation of the partner's essay and gives it to the partner. In this way, the students are able to "activate their background knowledge and experience."

In Hmong 100, students will acquire aural and written styles, deepen the understanding of Hmong language as a system of dynamic sounds, of grammatical rules and as a collection of verbal expressions.

In LEE 136, a variety of bilingual strategies [total physical response, language experience

approach, preview-review, bilingual flash cards, bilingual illustrated dictionaries, etc.] are demonstrated and discussed in class with particular emphasis on which language development proficiency levels would most benefit from each strategy. Students discuss how to use language and content objectives to activate prior knowledge, check for comprehension during the lesson, and assess student proficiencies related to the objectives following the lesson. Two units in the Dual Language Instruction textbook are analyzed to determine how language and content lessons direct the instruction.

4.9

How does the program ensure that candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target language?

In LEE 136 and LEE 170 students are required to turn in a hand written reflection at the end of each class session that includes three sections: Topics discussed in class, what I learned today, and my reflections [opinions, triggered memories, possible applications, etc.]. The purpose of the written reflections is for each student to determine the impact of the new information on their future as teachers. In LEE 136 the reflections are submitted in Spanish while in LEE 170 the reflections are submitted in English. The reflections also provide feedback to the instructor after each class to modify and adapt the instruction as needed to assure student understanding. Students are introduced to the Bloom's taxonomy of questioning with the goal of gradually using higher order level questions as the students acquire their second language but also used in their first language as soon as possible.

4.10

"...ensure that candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills...."

In all three Spanish classes (SPAN 119, 121A, and 134) students do a variety of activities that develop the higher-order thinking skills. For example, in Spanish 119 and Spanish 121A, when students learn about the use of the letter h in Spanish, they are given the Greek and Latin prefixes and must analyze words like "hemorragia" and "hidrocefalia" and must determine why they are written with an h.

In Hmong 101, students will enhance the approach of "Posing hypotheses- finding answers by making interpretation" or global comprehension on complex texts

In LEE 136, students select quotes directly related to a variety of topics and then must use their personal higher order thinking skills to reflect on the quotes they selected. The

reflections must be written in Spanish. Students are grouped in homogeneous and heterogeneous groups for class activities.

In CLAS 116, candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.

4.11

How does the program ensure that candidates demonstrate understanding of ways in which students' life experiences (immigrant or refugee experience, prior educational experiences, oral tradition), language development, and language variations can be used to foster content learning in the primary and target languages?

In all three Spanish classes (SPAN 119, 121A, 134), instructors understand and take into account the fact that most of the students come from a rural, immigrant or refugee background. For example, instructors make students aware of the need to expand one's vocabulary and general cultural knowledge in order to be able to communicate both orally and in writing at an academic level. At the same time, students are told that their own experiences and background are very relevant in the process of acquisition of new knowledge, and that both types of knowledge and experience are essential in the classroom, as students or as teachers. By doing so, the students learn that when they become teachers, they will face the same situation, especially if they teach in the rural areas of the San Joaquin Valley. For example, in the Spanish classes, special consideration is given to literary texts that have to do with the rural experience of the students. For example, they read and analyze stories about the "campesino" experience.

In Hmong 100, students are encouraged to share from their own experience, and fragments of the Hmong culture that they are familiar with in sight of fostering a better understanding of their own and of another contemporary civilization, and also stimulating a systematic reflection on their own ideas, values and beliefs.

In Hmong 101, native speakers will be asked to share their knowledge of culture and experiences.

In LEE 136, the short novel "Me llamo María Isabel" [My Name is María Isabel] provides many opportunities for the students to share their personal experiences when they first came to school as Spanish speakers.

In CLAS 116, the program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. Field Study Activity. Students will be required to attend one of the following: City Council Meeting, Board of Supervisors Meeting, or a Community Organization Meeting. The purpose of the assignment is for the student to experience the policy/decision making process.

In SPAN 121A, students are informed that the formal letter format can be utilized to

communicate with parents and school personnel.

In LEE 129, student communicates with Hmong adults about issues in education and conferencing with parents.

4.12

How does the program ensure that candidates demonstrate the ability to select, develop and/or adapt, administer and interpret a variety of content assessments in order to plan, organize and differentiate instruction in bilingual settings?

As students observe ELD/SLD and content lesson observations, they must apply their knowledge of assessments used before, during, and after the lessons to evaluate the progress of the students. In LEE 136 the various language proficiency and content area unit and state exams are discussed as they relate to providing instruction in the bilingual classroom. Chapter 8 of the Dual Language Instruction [Cloud 200] presents assessments used to develop model bilingual lessons including nonverbal responses, labeling tasks, matching tasks, true/false quizzes, and simple explanations.

4.13

How does the program ensure that candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction?

In LEE 136 the students must submit daily reflections on a variety of topics directly related to bilingual classroom instruction [family, school, students, tests, learning English, learning Spanish, common sayings, cultural activities, academic concepts, reading in Spanish, and math in Spanish]. Chapter 5 [Cloud, 2000] presents many ideas on developing literacy in two languages including transference of concepts, building strong skills in the primary language, selecting appropriate materials, parent involvement, develop oral language skills, culturally appropriate materials, teach in stage-appropriate ways, and many other strategies and priorities.

4.14

How does the program promote the candidates' understanding of central concepts of intercultural communication including patterns of nonverbal communication, oral and written discourse and origins of dialectical and/or tonal variations and their influence on standard academic language development?

In Hmong 100, focuses on perfecting the speaking skills and abilities: to develop vocabulary, to improve tones in using chanting/singing learning approach, to be able to converse in describing, explaining a story.

Through the study of “dichos and refranes” [common sayings], the students in LEE 136 compare Spanish sayings to English sayings and the variations of idiomatic expressions

used in both languages. The LEE 136 students also read and discuss an article written in the New Mexico dialect of Spanish. Many examples of silent language and body language are discussed especially when the meaning changes across cultures.

In all three Spanish courses (SPAN 119, SPAN 121A & SPAN 134) special emphasis is given to the understanding of code-switching, language mixing and inter-language (e.g. uses of Spanglish and false cognates). Students also learn about the use of standard Spanish versus regional variation of Spanish (e.g. the use of “pelo chino” instead of “pelorizado”).

In LEE 135 and LEE 136 focus is placed on the discussion of nonverbal communication, compare and contrast L1 and L2 [Spanish and English or Hmong and English], learn how to expand dialectical vocabulary to include academic vocabulary, and [in LEE 136] discuss Spanish-English cognates.

4.15

How does the program ensure that candidates demonstrate the ability to review and evaluate materials, to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups?

In LEE 136, students are introduced to children’s literature books in Spanish from a variety of sources. Emphasis is placed on selecting the books which provide authentic representations of students within the context of their own cultural setting. Whenever possible, students are advised to locate children’s books written by authors from within the culture of the materials presented in the books.

In SPAN 119 and 121A, students are made aware of potential areas of offense or bias when using Spanish in contrast with English. For example, the use of the term "negro" in Spanish; the frequent use of religious expressions in Spanish, such as "Dios mío;" or the use of what are considered terms of endearment in Spanish, such as "gordo" and "gorda."

In HMONG 100 & 101, focus is placed on the development of linguistic, bilingual and bicultural competency and accurate knowledge: to be able to identify issues, and analyze then propose appropriate answers to situations of use of language where there may be discrepancies and/or cultural and language conflicts.

4.16

How does the program ensure that candidates demonstrate the ability to develop, adapt, evaluate, and/or align primary and target language materials, content standards and curriculum frameworks?

In SPAN 119, 121A, and 134, students learn strategies to teach language and literature according to the grade level of the students. They learn about the standards and how to develop lessons that align with them. As part of this experience, the students have to write a lesson plan for a certain grade level and then do a mock teaching presentation for

the class.

In LEE 136 and LEE 172, students must identify the content standards based on the California standards for their language and content lesson observations. The materials selected and used must also be culturally relevant. In LEE 136, they are also directed to the California Foreign Language frameworks.

4.17

How does the program ensure that candidates demonstrate the ability to evaluate and select state-adopted and state-approved textbooks, and supplementary materials in primary and target language for bilingual education settings based on a variety of criteria including appropriateness for instructional purpose, alignment with curriculum, student and community needs and level of academic language?

In LEE 136 students are directed to a variety of publishers and websites that specialize in materials for bilingual classrooms. They are also directed to organizations such as NABE, CAFE, Two-Way CAFE, and the Center for Applied Linguistics to locate the most recent information regarding the selection and criteria for bilingual materials.

STANDARD FIVE: Culture of Emphasis

Course	Standard Five
SPAN 119	
SPAN 121A	
SPAN 134	
CLAS 116	X
LEE 136	
HMONG 100	
HMONG 101	
LEE 129	
ANTH 123	X
LEE 135	
EHD 170	
LEE 172	X

Multiple-subject credential students pursuing the bilingual authorization certification take a course fitting for their language of emphasis that focuses on further cultural understanding. For students focusing on Spanish authorization certification, this course is CLS 116, Cultural Change and the Latino. In this course, students will learn of the historical, economic, and social roots of Latino culture, and how these translate as people migrate into the U.S. For further information on CLS 116, click here to be directed to the course syllabus. For students with Hmong Bilingual authorization focus, this course focusing on further cultural understanding is ANTH 123, Peoples and Cultures of Southeast Asia. In this course, students learn about past and present cultures and events relevant to Southeast Asian culture through case studies. One such event would be the Vietnam War and the major migration push it set for Hmong people to the U.S. This course also includes a major month-long unit on Hmong culture. For more information about this course, click here to be directed to the course syllabus.

In addition to these courses, all students will take LEE 172, Cultural & Language Contexts of the Classroom. This course is designed to improve academic instruction by clarifying the impact culture has in instruction. By taking this course as part of the designed program, students learn to not only appreciate various strong cultures taking root locally, but how to apply cultural awareness in the classroom to the ultimate benefit of their English Learners.

5.1

How does the program’s curriculum account for the candidates’ understanding of historical and contemporary immigration/migration and settlement/resettlement patterns among the culture of emphasis in the country/countries of origin and the United States, including the influence of economic globalization patterns?

For students' working toward their Hmong Bilingual Authorization, ANTH 123 requires students to take part in interactive projects, including map exercises, and in class and online discussions to ensure understanding of historical and contemporary migration and settlement patterns. In particular, the course explores the Hmong role in the Vietnam War and the migration events that resulted. CLS 116 for Spanish Bilingual Authorization, students discuss community political control from historical events and perspectives, including migration during various eras.

5.2

How does the program's curriculum provide candidates with knowledge of the major historical eras, movements and developments of the country/countries of origin and help the candidates to analyze and understand the influences of those historical events on the culture of emphasis in California and the U.S.?

Both the Hmong and Spanish Bilingual Authorization routes will be exposed to major historical eras in both ANTH 123 and CLS 116, respectively. ANTH 123 covers major Hmong historical trends, including prehistory, colonial history and the Vietnam War, and CLS 116 regularly discusses major Latino historical events, including many political events involving the U.S.

5.3

How does the program help candidates to recognize the primary social and political structures within the country/countries of origin, and demonstrate understanding of the beliefs, values, and contributions of various groups, including indigenous populations, to the culture of emphasis in California and the U.S.?

The LEE 172 course, Cultural & Language Contexts of the Classroom, helps students to recognize the social and political conditions found in other countries, and the disconnect in the role of values and belief systems in mainstream U.S. culture that many English Learners may encounter. This course helps students learn academic and instructional strategies to identify and combat this common classroom issue. ANTH 123 includes a month-long unit that explores the social, political, religious, family and economic aspect of the Hmong culture.

5.4

How does the program curriculum prepare the candidates regarding the effects of historical and social factors (e.g. economic, political, religious, class structure) of the country/countries of origin and help the candidates to analyze and understand the influences of these factors on the culture of emphasis in California and the U.S.?

Credential candidates are exposed to knowledge related to the countries of origin related to the Spanish credential by taking CLAS 116 and LEE 172. CLAS 116 addresses the immigration, migration and interactions of these cultures. For example, for CLAS 116,

the course text, *La Nueva California* by David E. Hayes-Bautista addresses the development of indigenous bilingual education in Mexico and the growing conflict of language status for indigenous populations in Mexico and other parts of Central and South America. This book presents an excellent background and framework for understanding the issues of minority language status in the United States. It also reminds student of the increasing number of indigenous immigrants coming to the US from Mexico and Central and South America and of their specific needs for bilingual/multilingual education [see CLAS 116].

5.5

How does the program prepare candidates to understand that the roles and status of an individual (i.e. economic, gender, racial, ethnic, social class, age, education level) influence inter- and intra-cultural relationships and how those factors affect the process of acculturation in California and the U.S.?

All three courses mentioned for this Standard 5 touch on influential historical and social factors, individual statuses, and relationships applicable to these two cultures, and each of the courses also prepares students to analyze and understand influences on these factors and relationships.

5.6

How does the program prepare candidates to demonstrate understanding of the educational system in the country/countries of origin and how they are able to analyze ways in which these systems and structures have influenced their involvement in schools of the United States?

LEE 172 puts major emphasis on understanding and analyzing the culture from a country of origin and using that information to design lessons suitable for the classroom. While it does briefly touch on educational systems in operation from these countries of origin, its emphasis is in making that country of origin's cultural habits work in a U.S. classroom.

STANDARD SIX: Assessment of Candidate Language Competence

Course	Standard Six
SPAN 119	X
SPAN 121A	X
SPAN 134	X
CLAS 116	
LEE 136	X
HMONG 100	X
HMONG 101	X
LEE 129	X
ANTH 123	
LEE 135	X
EHD 170	X
LEE 172	

For Spanish or Hmong-speaking candidates to demonstrate language competency, a variety of assessment measures will be used to determine that bilingual teacher candidates possess the skills of listening, speaking, reading and writing skills that are equivalent to a passing score on the CSET: LOTE Spanish or Hmong language examination. The varieties of measures of assessment are integrated in the programs' language coursework. Below, Table 6 illustrates the required language courses. Following is a brief description of the Spanish and Hmong coursework and exams that are equivalent to the CSET-LOTE. Next, is a Competency List describing in further detail the competencies students are required to perform in the Spanish or Hmong courses in the area of listening, speaking, reading and writing, equivalent to a passing score on the appropriate CSET: LOTE language examination. Table 7, further illustrates the Spanish and Hmong coursework verifying the “where” and “how” the candidate has demonstrated listening, speaking, reading, and writing, at the level of language proficiency equivalent to a passing score on the appropriate CSET: LOTE language examination.

Table 6. Language Courses in Order of Course Taking

<u>Liberal Studies Spanish Concentration</u>		<u>Liberal Studies Hmong Concentration</u>	
SPAN 119	Advanced Grammar	HMONG 100	Intermediate Hmong Reading
SPAN 121A	Advanced Composition	HMONG 101	Advanced Hmong Composition
SPAN 134	Spanish in Bilingual Schools (* <i>integrated into course is a Language Proficiency Exam</i>)	LEE 129	Hmong in Bilingual School (* <i>integrated into course is a Language Proficiency Exam</i>)

<u>Multiple Subject Credential seeking Bilingual Authorized Credential</u>	<u>Multiple Subject Credential seeking Bilingual Authorized Credential</u>
LEE 136 Teaching Content in Spanish	LEE 135 Teaching Content in Hmong
EHD 170 Field Study C/ Grades K-8 (* Oral language proficiency observed in lesson delivery)	EHD 170 Field Study C/ Grades K-8 (* Oral language proficiency observed in lesson delivery)
Completion of Program Bilingual Coordinator certifies satisfactory completion of candidate's language coursework which includes meeting a standard language proficiency level of Intermediate High	Completion of Program Bilingual Coordinator certifies satisfactory completion of candidate's language coursework, which includes meeting a standard language proficiency level of Intermediate High

Language Coursework

In order to meet the requirements for language competency, candidates must show successful completion of language coursework and demonstrate appropriate level of language competency. As previous describe in Standard One, under the Liberal Studies Spanish or Hmong concentration, candidates are required to take specific language coursework: Spanish: SPAN 119, Span 121A, Span 134; for Hmong: HMONG 100, HMONG 101, and LEE 129. These language courses are designed to prepare students in listening, speaking, reading and writing equivalent to the CSET: LOTE Spanish or Hmong examination and are taught by qualified bilingual university instructors. It is required that student take these courses before entry to the Multiple Subject Program.

In preparing undergraduate students in the Liberal Studies Bilingual Concentration to transition into the Multiple Subject/Bilingual Authorized Program, for the Spanish, concentration, SPAN 119 and SPAN 121A are taught exclusively in Spanish and develop students in familiarizing themselves with major grammatical points in Spanish and the use of grammar to develop better writing skills through homework assignments, quizzes, and exams (See SPAN 119 and SPAN 121A syllabi). More specifically, in Spanish 119 students are required to learn various aspects of Spanish grammar, including morphology, syntax and orthography, with emphasis on the proper usage of accent marks and the conjugation of verbs. In all three Spanish courses (SPAN 119, Span 121A, Span 134) students are required to use good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Students are also acquainted with the variations in Spanish dialects in the local area, as well as throughout the Spanish-speaking world. In Spanish 121A students are required to learn to use proper Spanish to write different types of essays, such as descriptive, narrative, expository and argumentative. They also learn other types of writing, such as summaries and reviews. Students' work is evaluated based on essay organization and style, the use of appropriate vocabulary according to the type of essay assigned, sentence structure accents, spelling, punctuation and grammar.

For the Hmong, concentration, Hmong 100 and 110 prepare students' language proficiency by assigning reading expository texts within Hmong traditional and modern literature. Students also develop writing skills through signature assignments such as writing an individual story and play (see HMONG 100) and academic essays as semester project (see HMONG 101 syllabus).

In addition, courses SPAN 134 and LEE 129 (Hmong) focus on improving all four-language skills of students who are preparing to become bilingual teachers. Emphasis is placed on Spanish or Hmong as an instructional tool and on the Spanish/Hmong spoken by children in the different levels of bilingual classes at the elementary school. These competencies are demonstrated through teacher observations, oral reports, and lesson plan presentations (see SPAN 134 and LEE 129 Hmong Course syllabi). Formal assessment of student's language competency is examined at the end of SPAN 134 course and LEE 129 (Hmong) by utilizing the [Spanish](#) and [Hmong](#) Proficiency Exam (see Appendix Language Exams Folder). This assessment provides a means of measurement in identifying the language proficiency of each candidate (Spanish or Hmong) and a standard level of language expected of each candidate for certification. The standard level of proficiency, "Intermediate" is equivalent to the passing score on the CSET: LOTE. The standard level of proficiency, "Intermediate" will be further discussed in more detail after the review of the coursework.

Upon entry to the Multiple Subject/Bilingual Authorize Program, candidates must continue to demonstrate at least an "intermediate high" level of language proficiency by completing remaining courses: LEE 136 Spanish, and LEE 135 Hmong. In addition, instructors will be provided with candidate's language proficiency levels as derived from the Language Proficiency Exam (administered during their Liberal Studies concentration (SPAN 134 and LEE 129). By providing candidate's language proficiency levels to instructors in these courses, instructors can provide additional support to candidates that have not reached "intermediate" level of language proficiency. For example, these courses require that teacher candidates participate in class discussions and activities verbally in Spanish/Hmong and later written in Spanish/Hmong. The primary learning outcomes will be accomplished through readings, lectures, small group discussions of the assigned readings, and cooperative group activities. Both LEE 136 and LEE 135 focus on teaching strategies, lesson design, instructional planning, and the selection of bilingual materials and resources. As such, teacher candidates will have ample opportunities to further develop language skills (Spanish/Hmong), in particular, candidates who had previously not reached "intermediate high" language proficiency.

In essences in both the Spanish and Hmong programs, candidates must demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various purposes in different contexts,

employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

During final student teaching, language performance will also occur. Required course, EHD 170 Field study C/Grades K-8 is a culminating course that applies theory and methods application previously learned in coursework and, at this point, promotes the candidate's analysis of his/her own teaching within a bilingual setting. In addition, candidates must demonstrate their ability to comprehend and speak fluently in either Spanish or Hmong with students, parents, and colleagues (see Appendix-Program Forms Folder). As such, the field study placement requires fulltime student teaching five days a week in a bilingual classroom. Special effort has been made to place bilingual student teachers in dual language programs with qualified bilingual teachers and supervisors. However, when a bilingual setting is not available, such as bilingual Hmong classrooms, efforts are made to place the bilingual Hmong student teacher with a teacher who is proficient in Hmong. For bilingual teacher candidates to practice and develop the academic language of either Spanish or Hmong, it is important that master bilingual teachers and teacher candidates share in all aspects of classroom instruction and management. Bilingual teacher candidates receive ample time to work with students and to demonstrate the ability to use a variety of methods and techniques (i.e. instruction in the primary language, sheltered instruction [SDAIE/ SIOP]).

At the exit of program, candidates seeking a Multiple Subject/Bilingual Authorized Credential will meet with Bilingual Coordinator to review a) successful completion of require course work and b) demonstrated at least an **“Intermediate high level”** or above in their language proficiency in their specific language (Spanish or Hmong). This score is equivalent to a passing score on the CSET: LOTE.

It is important to note that the three Spanish classes, Span 119 Advance Grammar, Span 121 Advance Composition, and Span 134 Spanish in Bilingual Schools and the three Hmong classes, Hmong 100 Intermediate Reading & Composition, Hmong 101 Advance Reading & Composition, and Lee 129 Hmong in Bilingual Schools are conducted in Spanish or Hmong; similarly are Lee 135 and 136. As such, students submit their written assignments in either Spanish or Hmong and perform oral presentations in Spanish or Hmong. Following is a list of competencies students required to perform in either the Spanish or Hmong courses.

List of Competencies

A. Listening Comprehension

1. Understand the differences in the organization of long oral and written passages;
2. Distinguish the topic from the main idea from long aural or written passages;
3. Identify the main idea of long aural or written passages in which the main ideas are either stated or implied.
4. Identify the cause and effect relationship of long aural passages whether stated or implied.
5. Identify supporting details and a conclusion statement in the aural or written passages whether stated or implied (who, what, when, where and to certain extent why)
6. Understand words and phrases used in statements, questions, or commands pertaining to the basic interpersonal and interpretative, and presentational communication levels dealing with topics presented in the course. Use basic language to communicate with Hmong/Spanish native speakers in a culturally sensitive and appropriate manner.
7. Content/Context:

Development of advanced language skills through the use of authentic materials including literal and inferential comprehension, critical thinking, study and advanced techniques for critical reading, vocabulary development through the use of context and structure by employing an array of language skills;

Topics related to the basic elements of the Hmong/Spanish elements of the Hmong/Spanish language (phonology, morphology, syntax, semantics, pragmatics, and the development of Hmong/Spanish language skills including the examination of various types of literary genre (poetry and prose) using appropriate register, the use of numbers from 5,000 - 10,000 within the context of a variety of topics introduced in the course.

B. Speaking

1. Be able to analyze, the purpose and audience, selecting the method of delivery, choosing, researching, and organizing the topic, supporting the thesis, using transition, creating introduction and conclusion; and be able to speak about topics introduced with clarity, appropriate syntax, pragmatics, and organization.
2. Be able to speak about topics using an appropriate inventory of vocabulary appropriate for the audience;

3. Be able to produce speaking assignments using correct and intelligible pronunciation and appropriate tone distinction patterns;
4. Be able to express themselves in speaking assignments using various types of structures, such as descriptive, informative, persuasive, special occasions; and speak for special occasions with fluency related to daily topics outlined in # A.

C. Reading

1. Identify the differences in the organization of short and long written passages;
2. Distinguish the topic from the main idea from written passages;
3. Identify the main idea of long written passages in which the main ideas are either stated or implied.
4. Identify the cause and effect relationship of long written passages whether stated or implied.
5. To identify supporting details and a conclusion from the written passages whether stated or implied.
6. Identify key linguistic markers, keywords and phrases used in written passages dealing with topics introduced during the course. Through this process, students will be able to negotiate meaning by being able to predict the outcome, form a conclusion, and provide a generalization about the passage.
7. Content/Context: Discrete reading skills emphasizing on sequential development of skills and strategies to engender reading for critical thinking for reading passages, and study techniques using appropriate register, the use of numbers from 5,000 - 10,000 within the context of a variety of topics introduced in the course.

Be able to read and comprehend written passages dealing with topics related to topics specified in # A and # B.

D. Writing

1. Produce written communication with a clear purpose that reflects a good organization of a well-written passage. Students use both the deductive or inductive approach that is consistent with the task and the intended audience. Be able to construct short and long essays with a minimum of 250 - 500 words using a good organization and mechanics.

2. Produce written communication of passages using sufficient and sophisticated vocabulary appropriate to this advanced level, which is cohesive, coherent and appropriate to the audience.
3. Be able to translate short and long communication assignments from English to Hmong/Spanish and vice versa with clarity appropriate syntax, pragmatics, organization, and mechanics.
4. Content/ Context
Write long passages on topics introduced in # A and # B.

Table 7: Verification of Spanish and Hmong Coursework equivalent to the CESET-LOTE Examination in Listening, Speaking, Reading, and Writing

Standard Element	Where	How
<p>6.1 The institution must <u>verify</u>, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination.</p>	<p>Important to note that the three Spanish classes, (Span 119 Advance Grammar, Span 121 Advan. Comp. Span 134 Spanish in Bilingual Schs.) and the three Hmong classes (Hmong 100 Intermediate Reading & Comp., Hmong 101 Advan. Reading & Comp. Lee 129 Hmong in Bilingual Schs.). Lee 135 and 136 are also conducted in Spanish or Hmong and that students submit their <u>written assignments in either Spanish or Hmong.</u> Student <u>oral presentations are either in Spanish or Hmong.</u></p> <p>Span 119 Advance Grammar Span 121 Advance Composition Span 134 Spanish in Bilingual Schools</p> <p>Hmong 100 Intermediate Reading and Composition Hmong 101 Advanced Reading & Composition Lee 129 Hmong in Bilingual Schools LEE 135 Teach Content in Hmong</p>	<ul style="list-style-type: none"> • Quick writes, pair/share and small group discussions (both Spanish and Hmong courses) • Class Discussions (both Spanish and Hmong courses) • Oral Presentations (both Spanish and Hmong courses) • Reading that includes book chapters, articles, curriculum, etc. (both Spanish and Hmong courses) • Written Lesson Plans (both Spanish and Hmong courses) • Reflections Written in Spanish (both Spanish and Hmong courses)

	<p>EHD 170 Field Study C/ Grades K-8 (Spanish and Hmong classroom environment)</p> <p>Formal Assessment Exam in both Spanish & Hmong which are equivalent to the Interagency Language Roundtable Scale for Language Proficiency (ILR)</p>	<ul style="list-style-type: none"> • Course signature assignments (both Spanish and Hmong courses) • Oral language proficiency observed in lesson delivery • Administered at the completion of Span 134 (Spanish) and Lee 129 (Hmong)
6.2 The program creates clear guidelines by which the candidate will be assessed.	<p>Check List Advising Form (see form in Appendix, Forms)</p> <p>ILR Language Proficiency Scale</p> <p>Span 134 Spanish in Bilingual Schools Lee 129 Hmong in Bilingual Schools</p> <p>Span 134 Spanish in Bilingual Schools Lee 129 Hmong in Bilingual Schools</p>	<ul style="list-style-type: none"> • Coordinator • Entry and Exit ILR exam • Rubric for evaluation of Spanish language (adapted from descriptions of language levels developed by the ILR and equivalent to the ACTFL scale) • Bilingual Assessment Coordinator or Span 134 (Spanish) and Lee 129 (Hmong) course instructor to assess candidates entry and exit levels of language proficiency

The activities, assignments, and exams in the Spanish and Hmong coursework build towards developing candidates' ability to demonstrate competencies described by the Interagency Language Roundtable Scale and equivalent to the ACTFL Intermediate High Level. Specifically, (1) Listening: Ability to have listening comprehension which is quite complete for a normal rate of speech; (2) Speaking: Ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics and has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker; (3) Reading: Proficiency in the comprehension of a variety of styles and forms pertinent to professional needs and typically able to read with facility, understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms, and (4) Writing: Ability to write the language prose styles pertinent to professional/educational needs, while using simple low-

frequency complex structures, vocabulary, and express subtleties and nuances. Writing adequately to express his/her experiences.

As previously stated, at the entry, candidate will be expected to score the “Intermediate Middle” or above (refer to table below). The rubric informing this scale will also be used as a way to assess candidates’ language skills from a developmental perspective within their respected concentration. The formal assessment will be given to candidates upon completion of SPAN LEE 136 or HMONG LEE 135 as a final exam or, for candidates demonstrating equivalency via coursework in Spanish (minor/major), study abroad language/culture program or other professional development in language and culture, the exam will be given by the Bilingual Programs Coordinator. Candidates will be expected to score at the “Intermediate High” or beyond to meet criteria. The actual Spanish and Hmong exam can be viewed in Language Exams Folder.

Appendix A: Attachments

[ACTFL Proficiency Standards](#)

[Admissions Letter](#)

[Announcement for the Fresno State Spanish/Hmong Bilingual Authorization Program](#)

[Application for Multiple Subject Credentials](#)

[Check List Advising Form](#)

[Funding Request](#)

[Hmong Test](#)

[Initial Educator Preparation Program Proposal](#)

[Intent to Submit a New Educator Preparation Program](#)

[Interagency Language Roundtable Skill Level Description](#)

[Liberal Studies Blended Major](#)

[Multilingualism: A Cultural Renaissance](#)

[Sample student list passing exit level](#)

[Spanish Test](#)

[Transmittal Cover Sheet](#)

Appendix B: Syllabi

[ANTH 123](#)

[CLAS 116](#)

[EDH 170](#)

[HMONG 100](#)

[HMONG 101](#)

[LEE 129](#)

[LEE 135](#)

[LEE 136](#)

[LEE 172](#)

[SPAN 119](#)

[SPAN 121 A](#)

[SPAN 134](#)

Appendix C: Faculty Vitae

[Cosme Zaragoza](#)

[Debbie Avila](#)

[Elsa Castillo](#)

[Julio Corrella](#)

[Hank Delcore](#)

[Kao-Ly Yang](#)

[Laura Alamillo](#)

[Phil Gonzales](#)

[Phong Yang](#)

[Stanley Lucero](#)

[Teresa Huerta](#)

[Tony Vang](#)

APPENDIX D: Manuals

Fresno Assessment of Student Teachers Manual

Liberal Studies Blended Major

Multiple Subject Credential Program Assessment

Multiple Subject Supervisor Manual