

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

Institution	California State University at Long Beach	Program	BILINGUAL AUTHORIZATION and CTEL
Date of Review	December/2021		

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

Posting the Addendum

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

Standards Found to be Preliminarily Aligned	1, 2,3, 6
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Bilingual Authorization		
Standard 4: Bilingual Methodology	How does the BILA program address the selection of literature to address all of the Latin X diaspora? How does the program ensure that the selection of books includes all Latin X students in a California classroom?	Translanguaging in Latino/a Literature: A CUNY-NYSIEB Guide for Educators : This guide offers analysis of language use in 32 works of Latino/a literature that are appropriate for various grades from PreK-12. The analysis of each book includes lexile level, themes, author biography and website, a list of supplemental resources, a summary of the book, and an analysis of the way that the author uses translanguaging, the flexible use of linguistic resources, in literature.

		<p>We also refer our students to the Colorín Colorado booklists, which include some of our favorite titles for children and young adults, representing a wide range of cultures and languages: https://www.colorincolorado.org/books-authors</p> <p>In Week 9, students discuss authentic representation of LatinX identities (see slides 3, 14). This is assessed by Assignment VI of EDEL 453S: Students are asked to evaluate 5 children’s books, specifically analyzing how well the characters in each story reflect the diversity of the LatinX community and whether the books can be relevant to a variety of LatinX students.</p>
<p>Standard 5: Culture of Emphasis</p>	<p>How does CHLA 340 provide candidates with knowledge of major historical events, social and political structures, and the effects of these for the different countries of origin?</p>	<p>CHLS 340 students study historical events & narratives, social and political structures that have shaped educational experiences of Latinos in the U.S. through the assigned texts, group legal research projects, and class lectures, discussion and review. The central readings for the course cover educational experiences from the 1950s/1960s (Hunger of Memory, Rodriguez 1981), 1990s (Subtractive Schooling, Valenzuela, 1999) and 2010s review of education through the lens of political economy (Radical Possibilities, Anyon, 2015).</p> <p>In addition, students learn of the historical development of California’s education system through readings from California Legislative Analysts Office, “Overview of State Governance: K-12 Education”, which reviews the evolution of the structure of state governance of education since the state’s annexation into the Union. Major historical and contemporary theoretical & ideological underpinnings of education afforded Latinos is also reviewed through presentation based on Gilda Ochoa’s “Learning from Latino Teachers” text which provides an overview of the ideological framing of the “achievement gap” historically.</p>

	<p>What other resources are available for students to access knowledge that is assessed in the CSET LOTE IV?</p>	<p>Lastly, CHLS 340 students conduct group research projects conducting legal research of major cases that have impacted education for Latino students; review historical and contemporary demographic data of immigration patterns and generational status of Latino groups through class lecture and presentation; participate in a Saturday class session (Universidad de Familia) wherein students are required to bring at least two family members; and engage in class viewing of two videos which reflect the experience of immigrant students during the time of California's Proposition 187 in 1994 (film: Fear & Learning at Hoover Elementary) and the banning of bilingual education as a default in schools via California's Prop 227 (film: <i>Immersion</i>). In both films Central American students are at the center of the experience. Through these projects, class presentations, films and Saturday event, CHLS 340 students engage in learning of the experience of U.S.-born and Immigrant students, the diverse demographic shifts in Latin American migration to the U.S. and how to communicate their learning in family contexts.</p> <p>-----</p> <p>The EDEL 453S course has strategic opportunities for students to further develop their knowledge of bilingual education practices in preparation for the CSET IV via assignments and clinical observations. The course uses the only Spanish written text for bilingual teacher preparation:</p> <p><i>Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión</i> (2017). Michael Guerrero, María Consuelo Guerrero, Lucinda Soltera-González & Kathy Escamilla. Fuente Press: Albuquerque, New Mexico.</p> <p>The textbook covers bilingual education policies, history, and strategies that we discuss in class (view Contents here).</p> <p>The following EDEL 453S modules also address content covered in the CSET Spanish IV:</p>
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